

DEPARTMENT OF EDUCATION AND SCIENCE

Annual Report 1979

*Presented to Parliament by the Secretary of State for
Education and Science, 6 August 1980
(Pursuant to Section 5 of the Education Act 1944)*

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Department of Education and Science 1979

Administration prior to 4 May 1979:

<i>Secretary of State:</i>	The Rt Hon Mrs Shirley Williams MP
<i>Minister of State:</i>	Mr Gordon J Oakes MP
<i>Minister of the Arts</i>	Lord Donaldson of Kingsbridge
<i>Parliamentary Under-Secretary of State:</i>	Miss Margaret M Jackson MP

Administration following the General Election of 3 May 1979

<i>Secretary of State:</i>	The Rt Hon Mark Carlisle QC MP
<i>Minister of State:</i>	The Baroness Young of Farnworth
<i>Parliamentary Under-Secretary of State:</i>	Dr Rhodes Boyson MP
<i>Parliamentary Under-Secretary of State:</i>	Mr Neil MacFarlane MP
<i>Minister for Arts*</i>	The Rt Hon Norman St John Stevas MP

*Following the General Election the Rt. Hon. Norman St John Stevas, Chancellor of the Duchy of Lancaster, was appointed Minister with responsibility for the Arts. Departmental staff continued to support the Minister until 1 September 1979 when the Office of Arts and Libraries was formed.

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Introduction

While the body of this report covers in detail the Department's activities over the course of 1979, this introduction briefly reviews some of the significant educational developments of the year and summarises activity in other areas of continuing interest.

Of all the events during 1979 having implications for the development of educational policy, the most important was the general election in May which resulted in a change of government. Much of this annual report is concerned with the policies of the new administration: some of these show significant changes of direction from the course being followed by the previous government but there is underlying the whole educational programme a continuity of purpose which reflects the abiding and deepseated problems affecting our education system. This continuity is apparent, for example, in the policies adopted towards examinations the curriculum and the problems of providing educational opportunities for 16 to 19 year olds.

In the Queen's speech on the opening of Parliament on 15 May the new government's education aims were clearly stated:

The quality of education will be maintained and improved. Legislation will be introduced to remove the compulsion on local authorities in England and Wales to reorganise their schools on comprehensive lines; and their freedom to take up places at independent schools will be restored. Legislation will be introduced to ensure that parents' wishes are taken into account in the choice of schools for their children and that there is a local appeal system; it will also make provision for assistance to less well off parents whose children would benefit from attendance at certain non-maintained schools.

The Department devoted much effort during the rest of the year to work associated with the legislation promised, and to the task of developing the Government's educational policies in the light of the Government's commitment to reduce public expenditure.

By the end of July an Act had been passed which ended the compulsion on local authorities to develop secondary education along comprehensive lines. By the end of October a major Education Bill had been introduced in Parliament seeking legislation for the other changes pledged. In line with the Government's determination to reduce the level of public expenditure and the number of central Government controls, the Bill also sought to give local authorities freedom to set their own charges for school meals and transport.

The Department's concern with the quality of educational provision in our schools was emphasised by two important publications towards the end of the year. In November *Local authority arrangements for the curriculum. Report on the Circular 14/77 review* (HMSO) was published. The Secretaries of State for Education and Science and for Wales said, in the commentary on the report, that they had a duty to satisfy themselves that the work of schools matched national needs; the Government should bring together the partners in the education service and with them seek an agreed view of the curriculum which would take account of local needs and allow for local development. The report showed that there were substantial variations within the education system in England and Wales in policies towards the curriculum. They asked HM Inspectorate to formulate a view of a possible curriculum on the basis of their knowledge of schools and the Education Departments to draw up and circulate a document suggesting the form a framework for the curriculum might take and the ground it might cover. The HMI and the Department's documents were published early in 1980. The other important publication was *Aspects of secondary education in England* (HMSO), the report of a major survey by HM Inspectorate, published

in December. This report, which provided much valuable information for the development of policy, suggested that it might be timely to seek a new rationale for the secondary school curriculum and a simpler structure with fewer options. It drew attention to inequalities in staffing ratios between schools, to variations in the match between teachers' specialist qualifications or experience and their deployment and to questions of balance in the curriculum of individual pupils.

The Assessment of Performance Unit (APU) continued its work to provide information about the general levels of pupils' performance and how these change over the years. In 1979 surveys were made of performance in language (English and Welsh) at ages 11 and 15; test materials were developed for the assessment of performance in sciences where monitoring would begin in 1980; a discussion document was prepared for publication in early 1980 on how best assessment in the field of modern foreign languages might be carried out; and the report of the 1978 survey on primary school mathematics was finalised for publication in early 1980.

With the aims of improving the flow of appropriately educated, trained and qualified new entrants to teaching and of improving the match between qualifications of the teacher force and the needs of schools, the standards of initial and in-service teacher training remained a major Departmental concern. Publication of HM Inspectorate's survey *Developments in the BEd degree* (HMSO) stimulated widespread discussion within the initial teacher training world of the structure and content of courses. During the year the Department continued to encourage the training and retraining of teachers in the crucial shortage areas of mathematics, the physical sciences and craft, design and technology. By the autumn the training and retraining scheme had contributed 635 additional specialist teachers.

There was much discussion about the relevance of education to the needs of industry and to the economy and the Department continued to encourage closer links between education and industry. One example was the expansion of the National Engineering Scholarship scheme co-financed by industry and government. 159 awards were made as a result of the 1979 competition which was open to young people intending to take engineering or similar degree courses before embarking on a career in industry. The Department announced its intention of increasing the number of awards available to 300 for the 1980 competition. Education and training for the engineering profession was of particular interest to the Department at a time when the Committee of Enquiry into the Engineering Profession chaired by Sir Monty Finniston was shortly to report. To encourage and coordinate discussion of the report's recommendations on education and training for the engineering profession the Department put in hand plans for a national conference to be held in the autumn of 1980. At the schools level the report of the review of local authority arrangements for the school curriculum, mentioned above, commended three particular matters to authorities for further action: careers education, work experience and understanding the national importance of industry.

An important aim of the Department was the continuing development of opportunity and participation in education by the 16 to 19 age group. As a priority in this area academic and organisational issues were being studied in consultation with the local education authorities. A joint working group was set up, made up of representatives from the Department of Education and Science and the local authority associations, with a supporting team of officials including some from the Manpower Services Commission and the Department of Employment, to review the educational provision made by local authorities for the 16 to 19 age group in England and Wales and to report back to the Government and local authority associations. Also in this field the Department

continued its co-sponsorship of the unified vocational preparation (UVP) programme. By the end of the year 160 schemes were in operation in England. An independent evaluation by the National Foundation for Educational Research of the UVP programme was being prepared for publication.

Three aspects of the examination system were under review during the year. First, the new Government decided to review the proposals put forward by the Waddell Committee (Cmnd 7281) and in a White Paper (Cmnd 7368) in 1978 to replace the current CSE and GCE O-level systems of examining by a single system of examining at 16-plus. The Secretary of State accepted that the existing dual system of examining had shortcomings and that it was right to seek ways to remedy them, providing this could be done without putting at risk educational standards and public confidence in them; he was not satisfied that the White Paper proposals would necessarily accomplish this. During the autumn the Department was involved in consultative meetings and a number of interested organisations were asked to submit written comments. Second, the Report *Proposals for a Certificate of Extended Education* (Cmnd 7755) was published in December. This examination, said the report should meet the needs of those young people whose examinations achievements at 16-plus lie mainly in the range covered by CSE grades 2 to 4 who have no clear career intention and who wish to continue their education in school or in college for a further year. The report recommended that steps should be taken to institute the development work necessary to introduce a CEE examination on a national basis. The third area under review was examinations at 18-plus. Responses to the Schools Council's paper *Examinations at 18-plus: the N and F Studies* indicated a general appreciation of the case for some modification in the present examination system; they also showed that A-levels were highly regarded and that the proposals did not command general support. The Secretary of State acknowledged that A-levels did not satisfactorily meet the needs of all pupils in sixth forms and asked the Schools Council to summarise the comments received and their current view on the best way forward in this area.

There were significant developments in the funding and organisation of higher education. The Government announced in the autumn, as part of its plan of restraining public expenditure, that new entrants from overseas to higher and further education courses in this country would as from September 1980 be charged tuition fees based on the full recurrent cost of the courses. A special scheme was introduced to enable universities to recruit a limited number of postgraduate research students from overseas, selected on pure merit, at the "home students fee". A further important change affecting polytechnics and other maintained establishments providing higher education, was the decision by the Government, in consultation with the local education authorities to introduce arrangements for 1980/81 to limit the amount of expenditure by authorities which can be pooled. Pooling arrangements for maintained higher education have hitherto been open-ended, and the decision to introduce a ceiling will impose a constraint which will have important consequences for this educational sector, but which has nevertheless been welcomed by local authorities as a move towards better management and control. Another interesting development was marked by the report of a study into the feasibility of establishing a national information service on the transfer of educational credits for academic and vocational purposes. The Department consulted interested bodies to ascertain among other things the extent of institutional support for the proposals in the report and whether institutions who might use the service would be prepared to meet all or part of the costs.

On the international scene, 1979 was the United Nations International Year of the Child and the Department made its contribution to the UK projects in

support of the year. In November a conference was held in London to discuss the educational needs of the refugees from Vietnam, the “boat people”, 3000 of whom had come to this country by the end of the year — most of them with little knowledge of the English language or of Western culture. During the year relations with the People’s Republic of China continued to develop and a cultural agreement was signed when the Chinese premier visited the UK.

On a more domestic note, the Department’s management review was published during the year and, following a redistribution of Ministers’ duties after the Election, responsibility for arts and libraries matters was transferred to a newly created office of Arts and Libraries.

1 Primary and secondary education

Declining school population — legislation — provision for the under-fives — educational organisation — non-maintained schools — schools meals and milk and home to school transport — handicapped pupils and special education — the school curriculum — assessment and examinations — educational disadvantage — minority groups — Vietnamese refugees — Race Relations Act

Declining school population

Pupil numbers

1.1 Current estimates for England indicated that the primary school population which was 4.7 million in 1973 would fall to 3.3 million in 1986 and secondary numbers from 3.9 million in 1979 to 2.7 million in 1991. The effects of this decline were already being felt acutely in the primary sector and many local education authorities set up working parties to study the problems within their areas. In the light of required reductions in expenditure local authorities had to look carefully at such questions as the cost of maintaining expensive, small schools which might pre-empt expenditure on other essential educational services.

Table 1. *Numbers of full-time pupils in maintained primary and secondary schools¹*

England		Thousands (provisional)		
Age of pupils ²	January 1977	January 1978	January 1979	
Under 5	466	426	422	
5 to 10	4,212	4,120	3,996	
11 to 16 ³	3,647	3,692	3,710	
16 ⁴ and over	111	112	114	
Total	8,436	8,351 ⁵	8,243 ⁵	

¹Including pupils attending immigrant centres. Excluding pupils attending maintained nursery and special schools.

²Ages at 31 August of previous year.

³Under school leaving age.

⁴Over school leaving age.

⁵Due to rounding of sub-totals.

In November the Department issued a Report on Education (No 96) which brought up to date the trends in school population described in several earlier reports in the light of the latest figures on births and pupil numbers. Prospects for the size of the school population up to the late 1990s were discussed and the extent of uncertainty illustrated.

School closures

1.2 Against this background it was inevitable that local education authorities would continue to submit proposals to close schools, although the relative numbers in urban and rural areas became more evenly balanced during 1979.

Table 2. *Proposals to close schools, approved by the Secretary of State during 1979**

	Urban	Rural	Totals
Primary	35	26	61
Secondary	16	—	16

*Two proposals to close schools were rejected.

Legislation

The 1978 Education Bill

1.3 The Education Bill described in paragraphs 1.4 and 1.10 of *DES Annual Report 1978* was lost on the Dissolution of Parliament prior to the General Election.

The Education Act 1979

1.4 Following the change of Government in May, legislation was introduced almost immediately to remove the compulsion placed on local education authorities by the Education Act 1976 to have regard to the comprehensive principle in their provision for secondary education. The Bill received the Royal Assent on 26 July 1979. This Act allowed local education authorities to decide the pattern of secondary school organisation for their areas which accords best with local needs and wishes. It gave the Secretary of State power to revoke approval given under Section 13(4) of the Education Act 1944 to reorganisation proposals submitted by authorities following requirements laid upon them by the previous Administration under Section 2 of the Education Act 1976. Such revocation was sought by the local education authorities of Bolton, Trafford, Wirral and Cumbria (in respect of Cockermouth) but the proposals approved for 14 other authorities were to be implemented. Proposals by three authorities, Derbyshire, North Yorkshire and Cumbria had not been decided and the Act enabled these authorities to elect whether or not the Secretary of State should proceed to a decision. Derbyshire elected that proposals for Matlock should proceed and these were approved. North Yorkshire (in respect of Skipton and York) and Cumbria (in respect of Whitehaven and Workington) chose to withdraw their proposals.

The Education (No 2) Bill 1979

1.5 The Bill was introduced on 25 October, received its Second Reading on 5 November and Standing Committee consideration began on 13 November. The inset opposite gives a short summary of the Bill's provisions as they relate to primary and secondary education. References to the Education (No 2) Bill in this Report refer to the Bill as introduced.

The Education (No 2) Bill: Summary

The Bill's provisions as they relate to primary and secondary education are summarised:

i. Admission to schools

The Bill establishes the right of parents to express a preference for the school they wish their child to attend and place a duty on local education authorities and school governors to comply with that preference except where that would prejudice the provision of efficient education or the efficient use of resources, be incompatible with arrangements as to admissions agreed between the governors of aided or special agreement schools and local education authorities, or be incompatible with the process of selection for selective schools. The duty will apply irrespective of whether the child comes from within the local authority's area and an authority will have a duty to meet the cost of education provided for pupils of its own area by another authority. The Bill also requires local education authorities, and school governors where they are responsible for admissions, to set up appeals committees for dissatisfied parents, and to publish each year their arrangements for admissions and the expression of parental preference and appeals in such manner and with such additional information as may be specified by the Secretary of State in regulations, and also such information as they themselves decide. The Bill amends the school attendance order provisions of the Education Act 1944 to bring them into line with the new school admission arrangements and to ensure that a parent who keeps his child out of school cannot thereby gain an unfair advantage in the choice of school for his child's education.

ii. Revised Section 13 procedures

The Bill contains provisions which replace the procedures laid down in Section 13 of the Education Act 1944 to be followed by local education authorities, managers or governors of voluntary schools (to be known henceforward as governors) and other persons intending to establish, maintain or cease to maintain, significantly enlarge or significantly change the character of county and voluntary schools. The changes will mainly affect proposals by local education authorities in respect of county schools. The Bill will relieve authorities of the need to obtain the Secretary of State's approval where there are no objections to their proposals. Where objections have been submitted and not withdrawn, the Authority will be under a duty to forward them, together with their observations, to the Secretary of State, who will then decide the proposal. He will also have power to call in for consideration any proposal if he judges this to be necessary. Proposals relating to voluntary schools will continue to be decided by the Secretary of State as at present and this will include proposals by local education authorities to cease to maintain voluntary schools. There will be an additional duty on local education authorities and the governors of voluntary schools to publish proposals where they intend to restrict admissions to a school by 20 per cent or more of a standard number, which will normally be the number admitted in a year-group or age-group in 1979. This will give local people the opportunity to object to a local education authority's plan to reduce the intake of a school.

iii. School government

The Bill contains provision for the representation of parents and teachers on the governing bodies of county and voluntary schools and for the eventual ending of the practice of grouping several schools under a single governing body, except in a minority of cases which are specified in the Bill or approved by the Secretary of State. The Bill also empowers the Secretary of State to make regulations on the proceedings of governing bodies and related matters.

Continued overleaf

iv. *Relaxation of controls*

In pursuance of the Government's policy of reducing the number of controls exercised by central government over local authorities, the Bill, in addition to revising Section 13 procedures and school attendance order arrangements under Section 37 of the Education Act 1944, gives statutory effect to, and extends the administrative freedom already granted to local education authorities to take up places at non-maintained schools and to charge such fees as they think fit for board and lodging provided for pupils attending maintained schools. Other provisions remove the power of the Secretary of State to waive the payment of extra-district charges by a local education authority for pupils belonging to its area but educated in schools maintained by another authority.

v. *Assisted places scheme*

The Bill contains provisions requiring the Secretary of State to establish and operate a scheme of assisted places "for the purpose of enabling pupils who might otherwise not be able to do so to benefit from education at independent schools". This scheme would replace the direct grant grammar school system, which is coming to an end by decision of the previous Government. Schools would apply to the Secretary of State for inclusion in the scheme and schools in membership of the scheme would remit the fees of pupils occupying assisted places in accordance with a test of parental income prescribed by the Secretary of State. The detailed provisions of the scheme would be set out in regulations. The timing and speed of implementation of the scheme would be for the Secretary of State to decide; subject to the passage of legislation and the availability of resources, it is hoped to start in the 1981/82 educational year. In early December all independent secondary and direct grant grammar schools were invited to indicate provisionally whether they might be interested in being considered for inclusion in the scheme. The letter gave details of the main criteria against which applications from schools would be considered.

vi. *Teachers in day nurseries*

The Bill contains a clause to enable local education authorities to appoint to the staffs of their nursery schools and nursery classes teachers who will, by agreement, provide nursery education in day nurseries maintained by local authorities. This is one of the steps being taken to promote the coordination of care and education services for the under-fives.

Review of Central Government controls over local authorities

1.6 In the course of the year the Department played its part in the Government's review of the controls it exercises over local authorities. The review was informed by the principle that local authorities are responsible bodies and should in general be free to exercise the powers and duties defined by statute without detailed Ministerial direction or supervision. The conclusions of the review were set out in the White Paper, *Central Government controls over local authorities* (Cmnd 7634), which listed some 300 controls exercised by individual Departments which it was proposed to remove or relax. The Department's contribution to the White Paper reflected full discussions with the local authority associations. Following further consultation with other interested parties, provisions for putting the proposed relaxations of controls into effect were included in the Education (No 2) Bill.

Provision for the under-fives

Under-fives at school

1.7 The number of children under five in nursery schools and nursery classes in primary schools in England continued to rise, from 201,300 in January 1978 to 210,200 in January 1979. During this period the number of under-fives in reception classes in primary schools also increased from 213,700 to 218,400. This meant that 18.6 per cent of 3 year olds and 17.5 per cent of 4 year olds were receiving nursery education, with the number of 4 year olds receiving education in nursery schools and classes and reception classes in primary schools reaching a new peak of 54.7 per cent.

Future plans

1.8 The 1979/80 nursery education building programme provided about 4,000 new places and the programme for 1980/81 a further 2,000 places if local authorities took up the available loan sanction. Nursery education being mostly part-time, these programmes would make nursery education available to a further 10,000 children and possibly more if local authorities continued to take advantage of opportunities for low cost provisions such as the adaptation of surplus primary school classrooms, and the resources available from the Department of the Environment's Urban Programme.

Coordination of education and care services for the under-fives

1.9 Collaboration between the DES and the DHSS in respect of the policies outlined in the joint circular letter "Coordination of services for children under 5", issued to local authorities in January 1978, continued, although progress was constrained a little by public expenditure reductions. Nevertheless in their speeches and discussions Ministers of both Departments continued to urge local authorities, through increased coordination and through greater use of voluntary activity, to make the maximum use of existing resources in the provision of services for the under-fives. The Local Authority Associations themselves are currently undertaking a survey of coordination in practice and both the DES and the DHSS have agreed to join the Association in studying the benefits and problems of coordination. The DES has also commissioned a research study of local authority coordination to be carried out (see 1.10). To facilitate the coordination of local authority services for the under-fives, the Education (No 2) Bill includes provision to enable local education authorities to make the services of trained nursery teachers available to children in local authority maintained day nurseries. (See 1.5 and inset).

Research into pre-school provision

1.10 The Department's nursery education research programme continued and three more projects were completed: 'Demand for, uptake and supply of pre-school education and care facilities' (Dr J Haystead, Scottish Council for Research in Education) 'Fostering the development and use of language by young children' (Dr J Tough, University of Leeds) and 'Parental involvement in nursery education' (Dr B Tizard, Thomas Coram Research Unit). Six projects out of an original nine were completed by the end of the year. Two further projects 'The management and treatment of behavioural problems in children aged 3 to 5 years' (Professor Chazan and Dr Laing, University College of Swansea) and 'Coordination of local authority services of children under five' (Dr Martin Bradley, St Katherine's College, Liverpool) commenced during the year.

1.11 The Department arranged to set up a Working Group under the Chairmanship of Mr Geoffrey Caston, Secretary-General of the Committee of Vice-Chancellors and Principals, to advise on how this research could best be disseminated. It was hoped that this Group would begin its work early in the New Year.

Educational organisation

Section 13 approvals

1.12 Table 3 gives details of all proposals under Section 13 of the Education Act 1944 approved in the course of the year.

Voluntary schools

1.13 In 1979 about 22 per cent of all pupils in maintained schools attended some 8,400 voluntary schools, about 4,900 of them aided or special agreement and the rest controlled. The Department's grants for building work in aided schools (ie 85 per cent of the managers' or governors' approved expenditure) under the provisions of the Education Acts totalled about £30 million during the year.

Non-maintained schools

Independent schools

1.14 The incoming Government decided for manpower reasons to uphold the previous Government's decision to discontinue the recognition as efficient arrangements for independent schools; all independent schools continued to be subject to the registration and inspection requirements of Parts III and IV of the Education Act 1944. The Education (No 2) Bill provided for a consequential amendment to Section 70(2) of the 1944 Act to end the exemption from registration granted to schools which had been recognised as efficient before 1957 and also for the inclusion, within the definition of independent school, schools receiving direct grant from the Department. All these schools would be placed on the register of independent schools without the need for applications by them.

1.15 At the end of 1979 there were 2,234 independent schools registered and deemed to be registered, including 136 provisionally registered. One notice of complaint was issued during the year under Section 71 of the 1944 Act and one school was struck off the register (disqualified from use as a school) as a result of a notice of complaint issued in 1977.

Direct grant schools

1.16 The phasing out of direct grant to the direct-grant grammar schools continued in accordance with the Direct Grant Grammar Schools (Cessation of Grant) Regulations 1975. Six schools entered the maintained system in September 1979 (making the total to do so 35), one closed and one, which was unsuccessful in its attempt to enter the maintained system, admitted its first intake of non-grant-aided pupils. One school, which had previously opted to enter the maintained system, decided of its own volition to become an independent school. In December the Secretary of State laid before Parliament regulations [The Direct Grant Grammar Schools (Cessation of Grant)

(Amendment) Regulations 1979 (SI 1979 No 1552)] to enable direct grant schools which had opted to become maintained but had not yet done so and wished to reconsider their position in the light of the assisted places scheme proposed under the Education (No 2) Bill, to be paid grant in respect of pupils admitted in the educational year beginning in 1980.

Clothing for physical training

1.17 Amending regulations [Scholarships and Other Benefits (Amendment) Regulations 1979 (SI 1979 No 260)] came into force on 6 April. They removed the restriction precluding local education authorities from giving financial assistance with the provision of clothing which they had power to provide under Section 5 of the Education (Miscellaneous Provisions) Act 1948. This amendment would enable them, in particular, to give financial assistance with the provision of clothing for physical training in cases of hardship.

1.18 Clause 28 of the Education (No 2) Bill directly confers on local education authorities the power, previously conferred by the Secretary of State in regulations made under Section 5 of the Education (Miscellaneous Provisions) Act 1948, to provide clothing for physical training.

Schools meal and milk, and home to school transport

1.19 In the course of discussions during July with the Government about its plans to curtail the growth in public expenditure, the Association of County Councils pointed out that local authorities' efforts to this end were hampered by the existence of a number of statutory duties or restrictions which limited their discretion over the provision of certain services. They believed that removal or relaxation of many of these statutory provisions would enable economies to be made.

1.20 In the Public Expenditure White Paper (Cmnd 7746) published in November the Government announced, that it would be expecting a very considerable reduction in net expenditure on the provision of school meals and milk, and school transport, and that Parliament would be asked to give local authorities the necessary powers. Clauses 22 and 23 of the Education (No 2) Bill were intended to give effect to these, both Clauses including important safeguards for children of families receiving supplementary benefit or family income supplement.

School meals

1.21 In his Budget Statement on 12 June, the Chancellor of the Exchequer announced that the charge for the school dinner would be raised from 25p to 30p at the beginning of the autumn term. On 19 December, the Secretary of State announced that in order to assist local education authorities to make progress towards achieving the savings set out in Cmnd 7746, pending enactment of the Education (No 2) Bill, the charge would go up to 35p from 4 February 1980.

Free school meals

1.22 In November the scale of parental net income below which there is an entitlement to free school meals was revised to take account of increased supplementary benefit rates; the allowance in respect of special milk prescribed by a medical officer was also increased.

Table 3. Section 13(4) approvals, 1979

	New schools		Significant enlargements		Change of character		Discontinuance of school*	
	Primary	Secondary	Primary	Secondary	Primary	Secondary	Primary	Secondary
County	80	28	44	30	93	48	112	59
Voluntary:								
Church of England	16	—	6	3	11	2	39	—
Roman Catholic	3	5	6	3	3	6	7	7
Jewish	1	—	2	—	1	—	—	—
Methodist	—	—	—	—	—	—	1	—
C of E/Methodist	1	—	—	—	—	—	—	—
Undenominational	1	1	1	1	1	2	1	1
Total, voluntary schools	22	6	15	7	16	10	48	8
Total, all schools	102	34	59	37	109	58	160	67

*Includes both school closures (see 1.2) and amalgamations

Meals served

1.23 The number of school meals served, both free and on payment, on one day in October are set out in Table 4 with the comparable figures for earlier years. While the proportions of pupils taking meals and receiving free meals dropped during the year, the proportion paying for their meals remained about the same.

School milk

1.24 During the Summer term about 1.9 million pupils received free ‘duty’ milk compared with about 2 million pupils in the summer term 1978*. Another 608,000 junior pupils in 33 authorities received free milk at their authority’s discretion.

Table 4. *School meals served on one day in October to pupils in maintained schools*

England						
Year	Meals on payment	Served free	Total	Pupils paying for a meal	Pupils taking meals free	Pupils present taking meals
Thousand			Percentage			
1979	3956	899	4855	52.2	11.9	64.1
1978	4022	1074	5096	52.0	13.9	65.9
1977	3929	927	4856	49.9	11.8	61.7

European Community (EC) milk subsidy

1.25 During the year local education authorities in England received EC subsidy totalling £9.4 million in respect of milk supplied to school children either as a drink or as an ingredient in the school dinner and £3 million in respect of cheese and yoghurt provided as part of the school dinner.

Handicapped pupils and special education

Number of pupils

1.26 There were nearly 132,000 full-time and part-time pupils in special schools (of whom about 123,000 were in maintained schools) in England in January 1979, including nearly 8,000 receiving education in hospital special schools. In addition nearly 7,500 pupils attended independent schools catering mainly or wholly for the handicapped, and nearly 16,000 handicapped pupils were attending designated special classes in county and voluntary schools.

Warnock Committee

1.27 The consultations with interested bodies and the public generally following publication in May 1978 of the Warnock Committee’s Report were

*Local education authorities have a statutory duty to supply free milk to:

- a. pupils of any age in special schools;
- b. pupils in primary schools until the end of the summer term following their seventh birthday; and
- c. other pupils in primary schools and pupils in middle schools until the end of the summer term following their twelfth birthday if they need it on health grounds.

completed by the late spring of 1979 [*Special educational needs. Report of the Committee of Enquiry into the Education of Handicapped Pupils and Young People*. Cmnd 7212, HMSO]. Concurrent discussions between the Departments concerned were completed by the autumn and a Government statement on future policy for special education was expected early in 1980.

The school curriculum

Review of curricular arrangements

1.28 The publication in November 1979 of the Department's report on local authority arrangements for the school curriculum* marked a further contribution to the continuing public discussion of the content of school education.

1.29 The report summarised the replies from local education authorities to a series of questions in the Department's Circular 14/77 (Welsh Office Circular 185/77) about their curricular policies and practices. Its covering commentary drew attention to a number of aspects where improvement was needed, and indicated that Education Ministers accordingly intended to seek a national consensus on a desirable framework for the curriculum. As a first step towards this, two further documents were prepared towards the end of the year, for issue early in 1980. These were *A view of the curriculum* by HM Inspectorate**; and a Departmental consultative paper on the form a curricular framework might take and the ground it should cover†. The Departmental paper was to be the basis of extensive consultations aimed at improving curriculum policy and practice.

Curriculum research

1.30 During the year, the Department commissioned a number of new research projects related to various aspects of the content and processes of school education. The largest of these was a five-year study by the National Foundation for Educational Research, designed to investigate in greater depth than hitherto the relationship between teaching styles and pupil performance at the primary school level.

Mathematics inquiry

1.31 The committee of inquiry into the teaching of mathematics in schools, set up in 1978 under the chairmanship of Dr W H Cockcroft, continued its work in 1979. At the committee's request, the Department commissioned three research projects in 1979 at the universities of Bath, Cambridge and Nottingham: two of them concerned with the identification of mathematical skills needed in different kinds of employment, and the third a critical review of existing research on mathematics teaching and learning. The committee expected to report by about the end of 1980.

Preparation for working life

1.32 The Department continued to emphasise the importance of promoting links between the schools and industry throughout the year. Particular attention

**"Local authority arrangements for the school curriculum: report on the Circular 14/77 review"*. HMSO.

***A view of the curriculum*. HMI Series: Matters for Discussion 11. HMSO.

†*A framework for the curriculum*. DES.

was paid to this area in the report on the review of local authority arrangements for the school curriculum (published November 1979) which commended three particular matters to authorities for further action: careers education, work experience and understanding the national importance of industry. The Department also wrote to Chief Education Officers in July drawing their attention to a new booklet *Schools and industry* describing the activities of various organisations concerned with school/industry liaison. Copies of the booklet were made available for secondary schools throughout the country, as well as being distributed widely within industry. More generally, the Department continued to be closely associated with discussions in the Schools Council on school/industry matters, including the development of the Schools Council Industry Project, and with the affairs of the Standing Conference on Schools Science and Technology (SCSST) which is seeking to build up Science and Technology Regional Organisations (SATROs). The Spring Conference of the SCSST was addressed by the Permanent Secretary, Sir James Hamilton, and the Autumn Conference by the Parliamentary Under Secretary of State, Mr Neil Macfarlane, who took as his theme the contribution of education to economic recovery with particular reference to the importance of technology within the curriculum.

The Schools Council

1.33 The revised constitution of the Schools Council came into operation on 1 September 1978, giving greater lay participation in its work through the first of its three main committees, Convocation; strengthening the representation of the Secretary of State and the local authorities in the second, the Finance and Priorities Committee; and providing a main forum for teachers' representatives in the third, the Professional Committee. The Council's work became based on programmes reflecting its own priorities as defined by the three main committees assisted by its other constituents — Examinations Committee, Primary and Secondary Curriculum Committee and the various subject committees.

1.34 In June 1979, the Chairman announced these priorities in a new five-point programme for 1980/83 which defined a series of broad objectives: to help school staff plan their work as a team to make schools effective; to help individual teachers to become more effective in the classrooms; to develop in individual pupils the basic skills and qualities needed in a changing society; to develop the talents and respond to the needs of all children, but particularly those needing special support; and to improve the examination system. Though it would be some time before existing projects came to fruition and the Council's full resources could be devoted to its new programmes, the Council established programme planning groups to identify areas of work to be commissioned or funded within each of the first four points in its programme. Meanwhile, the Council continued to be actively involved in questions of examination policy at all levels.

Assessment and examinations

Assessment of Performance Unit (APU)

1.35 During 1979, surveys of pupils' performance in language (English and Welsh) were added to the APU programme of annual monitoring which had begun in 1978 with surveys of mathematical performance. For each curriculum area surveys were carried out in May (of children aged between 10 and 11), and

November (of 15-year olds). The assessment programme in language and mathematics is conducted by teams based at the National Foundation for Educational Research. The results of the 1978 primary mathematics surveys were to be published in January 1980.

1.36 Work continued on the development of test materials for the assessment of performance in science. Monitoring, beginning in 1980, is to be carried out at three ages — 11, 13 and 15 — by a team based at Leeds University and Chelsea College, University of London. The Working Group on the first foreign language completed its preliminary examination of how assessment in this field might best be undertaken, and a discussion document was prepared for publication early in 1980. The exploratory groups on personal and social, aesthetic and physical development continued their consideration of the desirability and feasibility of assessment but had not, by the end of the year, reached a stage at which decisions could be taken on whether monitoring in these areas should go ahead.

Examinations at 16-plus

1.37 In the early part of the year, work continued on the follow-up to the publication in 1978 of the Report of the Steering Committee on 16-plus examinations under the chairmanship of Sir James Waddell, *School examinations* (Cmnd 7281) and the White Paper, *Secondary school examinations: a single system at 16-plus* (Cmnd 7368), which had proposed the introduction in the mid-1980s of a single system of examining to replace the existing General Certificate of Education (GCE) O-level and Certificate of Secondary Education (CSE) examinations in England and Wales.

1.38 In February, the Department invited the examining boards in England to submit proposals for the formation of three or four new examining authorities to administer the new system. Other interested organisations were at the same time invited to comment.

1.39 The Department received a number of proposals but, following the change of Government in May, the examining boards were notified that Ministers were reviewing the proposals for a single system of examining at 16-plus. In July, the Secretary of State announced that there were to be further consultations with the major interested parties before the Government reached decisions. He accepted that there were deficiencies in the existing dual system and that it was right to seek ways to remedy these deficiencies provided this could be done without putting at risk educational standards and public confidence in those standards. He was not, however, satisfied that the White Paper proposals would necessarily accomplish this. The consultation meetings were held during the autumn. In addition, a number of organisations were invited to submit written comments. At the end of 1979 the Secretary of State was considering what the next steps should be.

Certificate of Extended Education

1.40 The report of a group established to consider the proposed Certificate of Extended Education (CEE) under the chairmanship of Professor Kevin Keohane, Rector of Roehampton Institute of Higher Education, *Proposals for a Certificate of Extended Education* (Cmnd 7755), was published in December. The report covered those young people whose examination achievements at 16 lay for the most part in the range covered by CSE Grades 2 to 4, who had as yet no clear career intentions and who wished to continue their full-time education for

another year. It recognised that their needs were similar to those of young people pursuing pre-employment courses in further education, and it took into account the work of the study group established by the Further Education Curriculum Review and Development Unit (see 2.12) whose report on these courses was published in June.

1.41 The report recommended the development of a CEE examination differing in some important aspects from the original Schools Council's proposals; the group considered these took insufficient account of the fact that the majority of CEE candidates would be seeking employment on completing their studies. The group considered it crucial that CEE should help prepare young people for employment, and the report therefore recommended that those taking CEE be required to take proficiency tests in basic communications (including oral proficiency) and numerical skills and that more CEE syllabuses relevant to employment should be developed and offered by all schools and colleges providing CEE. The group considered that the intended differences between CEE syllabuses and examinations on the one hand, and O-level and CSE examinations normally taken at 16 on the other hand, would make it difficult to link their grading schemes. The report therefore recommended that the CEE certification be free-standing, with certificates listing CEE subjects which the candidates had 'passed' or 'passed with merit', and noting for the two obligatory proficiency tests whether the candidate had 'failed', 'passed' or 'passed with merit'.

Examinations at 18-plus

1.42 The publication of the Schools Council's Working Paper 60 *Examinations at 18-plus: the N and F studies* in April 1978 initiated vigorous discussion across the country during the year which followed. The Council received nearly 500 responses which, while indicating a general appreciation of the case for some modification in the present examinations system, nevertheless showed that A-levels were highly regarded and that the N and F proposals did not command general support. In June 1979 the Secretary of State informed the Chairman of the Schools Council of his view that A-levels should be retained. At the same time he acknowledged that A-levels did not satisfactorily meet the needs of all the pupils in sixth forms, and he invited the Schools Council to provide both a summary of comments received in response to Working Paper 60 and the Council's current view on the best way forward for consideration together with the Report from the Keohane Group.

Educational disadvantage

Centre for Information and Advice on Educational Disadvantage

1.43 The Centre's role and achievements were examined as part of the Government's overall review of quasi-autonomous bodies. The Secretary of State concluded that the foundation of the Centre raised expectations which, in retrospect, a body with relatively limited resources was unlikely to fulfil, and that the Centre had made a very modest impact on the education service. He therefore decided that continued grant aid could not be justified and in November announced that the Centre should be closed by the end of August 1980.

Inner cities policy and the urban programme

1.44 At the beginning of the year the seven Inner City Partnership areas* finalised their first inner area programmes. These three-year rolling programmes were prepared in collaboration with central government under the arrangements announced in the 1977 White Paper *Policy for the inner cities*. Fifteen authorities with somewhat less severe problems also prepared inner area programmes, though without the formal involvement of central government; these are generally referred to as "Programme authorities".** All these inner area programmes sought to identify the economic, social and environmental problems of the inner urban areas with which they were concerned, to set out a strategy for overcoming these problems, and to put forward specific schemes for this purpose which could be grant-aided under the Urban Programme. Inner area schemes costing a total of almost £120 million were accepted for support under the Urban Programme and in addition £6 million was made available for authorities outside the Partnership and Programme areas. This latter phase of the traditional Urban Programme and the supplementary arrangements for supporting educational and recreational projects in school holidays attracted considerable interest from local authorities and funds were heavily oversubscribed.

1.45 In all, nearly 600 new projects involving educational interests were approved to tackle specific problems of social or educational disadvantage in areas of "special social need"; these accounted for about £17 million of the total funds available. Greatest expenditure was on youth and community projects — many of which were designed to benefit the young unemployed and to meet the needs of minority groups — but, as in previous years, provision for the under-fives also figured prominently. The increased resources available under the enhanced Urban Programme meant that some Partnership and Programme authorities were able to put forward more substantial projects than in previous years, including major school improvement and replacement projects. Among the more innovative projects supported, particular encouragement was given to projects involving joint working between local education and social services departments and to schemes designed to develop links between home and school. Provision for 'latch key' children after school and during school holidays was considered a high priority.

Minority groups

Rampton Committee of Inquiry into the Education of Children from Ethnic Minority Groups

1.46 In April 1978, the then Government announced its intention to set up an independent committee of inquiry to consider the education of ethnic minority children. The establishment of the committee and the appointment of Mr Anthony Rampton, a trustee of the Runnymede Trust and Managing Director of Freemans Ltd, as chairman was announced on 22 March 1979. Following the election, the new Government announced the names of the full committee and the terms of reference in the House of Commons on 26 July 1979.

*London Docklands, Liverpool, Manchester and Salford, Lambeth, Islington and Hackney, Newcastle and Gateshead and Birmingham.

**North Tyneside, South Tyneside, Sunderland, Middlesbrough, Bolton, Oldham, Wirral, Bradford, Hull, Leeds, Sheffield, Leicester, Nottingham, Wolverhampton and Hammersmith.

1.47 The committee began work in the summer of 1979 and was to look at all aspects of the educational needs and attainments of children from ethnic minority groups; however, in view of the deep concern expressed by the Select Committee on Race Relations and Immigration in 1977 about the apparent educational underachievement of West Indian youngsters, the Committee would give early attention to this group. The Committee was to submit an interim report on this to the Secretary of State by the end of 1980. The Committee issued a general invitation for evidence to all interested organisations and individuals in November 1979.

Vietnamese refugees

1.48 During 1979 the number of Vietnamese refugees in Britain increased to about 3,000 and the Government announced its agreement to accept a further 10,000 from Hong Kong. On arrival in Britain the refugees spent an average of four months in reception centres prior to permanent resettlement. As most of the refugees had little or no knowledge of the English language or western culture, their main needs — apart from food and shelter — were for education. These educational needs were met by the local educational authorities in whose areas the reception centres were sited and the Government agreed to reimburse them for the additional expenditure so incurred. In November the Educational Disadvantage Unit, in conjunction with HMI, mounted a conference on the education of Vietnamese refugees which was attended by teachers and officials from the local authorities involved and by representatives of the voluntary bodies responsible for running the reception centres. It was intended to publish a report of this conference early in 1980.

Race Relations Act 1976

1.49 Four complaints of discrimination in education received by the Department concerned schools but none was considered to be a case of unlawful discrimination. A further case related to teacher employment and was accordingly redirected to the appropriate tribunal.

2. Post school education

Students in further and higher education — the 16-19 age group — curriculum and examinations in further education — cooperation with the training and manpower services — education and industry — other developments — adult education — organisation — universities — student union finance — educational credit transfer — student support — parental contribution, child benefit and tax allowances — The Computer Board for Universities and Research Councils — youth service and community provision

Students in further and higher education

2.1 Table 5 gives latest available details of student enrolments in universities; maintained, assisted and grant-aided major establishments of further education and adult education centres.

Table 5. *Comparison of enrolments on higher and further education courses in Autumn 1978 and 1979.*

England and Wales		Thousands		
		1978		1979
		Full-time and Sandwich	Part- time	Full-time and Sandwich
				Part- time
Universities		245	25	250
Polytechnics				
Advanced courses*		114	63	116
Non-advanced courses		6	23	6
Other major establishments				
Advanced courses*		80	86	76
Non-advanced courses		299	1,309	296
Adult education centres		—	2,005	—

*Courses whose content is above GCE A-level or OND standard."

The 16-19 age group

Education and training for 16-19 year olds

2.2 Three consultative papers on education and training for 16-19 year olds* were published early in 1979. The first of these, *Education and training for 16-18 year olds*, published in February, provided a general framework for discussion; comments were invited and received by mid-March. *A better start in working life*, issued jointly with the Department of Employment (DE), Manpower Services Commission (MSC), and the Department of Employment (DE), Manpower Services Commission (MSC), and the Department of Industry (DoI) and the Scottish and Welsh Offices in April, suggested an approach to the extension of opportunities for vocational preparation for employed young people. The third, *Providing educational opportunities for 16-18 year olds* considered the way in which the need for full-time and part-time education could

*This term is used to cover the three years following the 16th birthday. It is interchangeable with the term '16-18 age group' which is also in common usage.

best be met in each area. It discussed a number of issues concerning the organisation of education opportunities with a view to promoting their exploration by those concerned locally and nationally with provision for this age group.

2.3 Following the General Election, the Government announced their intention of continuing the consultative process launched by their predecessors. Comments on *A better start in working life* were requested by 31 December; no time-limit was set for comments on *Providing educational opportunities for 16-18 year olds*. Ministers of the Department held discussions on both papers with professional associations and, as part of the Government's review of the relationship between school, further education and training, a joint group was established under the chairmanship of the Parliamentary Under-Secretary of State Mr Neil Macfarlane, MP, 'to review the educational provision made by local authorities for the 16-19 age group in England and Wales and to report to the Government and local authority associations'. The group was supported by a joint group of officers on which DE and MSC were represented as well as the local education authorities and Education Departments.

2.4 As a contribution to the discussions about the participation in education by young people in the 16-19 age group, a Statistical Bulletin was published towards the end of the year. It illustrated the variations in participation between one local authority and another; it also showed the statistical relationship between participation in full-time education and the ratio of non-manual to all households heads in an area.

Unified vocational preparation (UVP)

2.5 During the year there was an increase of more than 100 per cent in the number of schemes mounted under the experimental programme, which is sponsored jointly by the Education Departments of England and Wales and the Manpower Services Commission. The programme is intended to develop and test new approaches to the vocational preparation of employed young people under the age of 19, and already considerable experience has been gained from it. By the end of December 1979 some 160 schemes were in operation in England compared with 70 at the same time in the previous year. Two-thirds were sponsored by industry training boards (ITBs) (using in most cases the facilities and staff of colleges of further education for part or all of the off-the-job element); the remainder were organised directly by colleges with employers.

2.6 In October 1979 the National Foundation for Educational Research completed an independent evaluation of the UVP programme; their report was in preparation for publication in March 1980.

Education for the unemployed

2.7 Colleges of further education continued to play a major part in the provision of training and of associated further education courses for young people on the Youth Opportunities Programme (YOP) of the Manpower Services Commission, as well as providing on their own initiative a range of courses for the young unemployed.

2.8 A further amendment to the Department's Administrative Memorandum 4/77, which set out the eligibility for supplementary benefit of people undertaking part-time further education, was issued in December. This

announced the extension of the concession — previously restricted to young people under 21 — to those over 21 who had been unemployed for at least 12 months.

Curriculum and examinations in further education

Technician Education Council

2.9 Development of the Council's programmes continued over the year. During the 1978/79 session over 54,000 students registered for TEC programmes in 425 colleges compared with 34,000 students a year earlier.

2.10 The Council completed its second three-year term of office at the end of March. The Secretary of State reappointed Mr Neale Raine as Chairman and a proportion of the membership for a further term, and made 12 new appointments to the Council. The Council was also empowered to co-opt up to 3 members. Its major committees were also reconstituted during the year.

Business Education Council

2.11 BEC continued to develop and promote its courses during the year. During the 1978/79 session nearly 48,000 students enrolled on BEC courses in over 400 centres, compared with under 20,000 students at some 300 centres a year earlier. During the year the Council decided to develop post-experience programmes suitable for older employees changing career direction or taking on new responsibilities: it established a new senior committee for that purpose, (which would be concerned amongst other things with the Certificate in Management Studies, see 2.18). The Council's other major committees were restructured from October.

Further Education Curriculum Review and Development Unit (FEU)

2.12 The Unit continued its work in curriculum development, with high emphasis on pre-employment and vocational preparation courses. A regional unit in Birmingham was established in association with the West Midlands Advisory Council for Further Education. Major publications during the year included *A Basis for Choice* (see also 1.40) and *Supporting YOP*. The former surveyed post-16 full-time pre-employment courses and recommended a nationally recognised curriculum structure: the latter offered suggestions for colleges involved in the Youth Opportunities Programme. Both publications were widely circulated.

Cooperation with the training and manpower services

Cooperation with the Industrial Training Boards

2.13 The ITBs have been considering their relationships with the education sector in their re-evaluation of their role as part of the MSC's review of the functioning of the Employment and Training Act, 1973. The Department and HM Inspectorate continued to work closely with the Boards on the integration of training and further education as well as the improvement of links between education and industry generally.

Training and Further Education Consultative Group

2.14 The group continued to provide an important national forum for the

discussion of matters of common interest to the training and further education services. It met three times in 1979 and discussed a wide range of topics. These included the progress of the MSC's Training for Skills Programme, the recruitment and training of technicians and the review of the District Manpower Committees. The group was particularly interested in the needs of young people and considered a discussion document produced by the Association of Principals of Colleges on the needs of the 16 year old school leaver, the Youth Opportunities Programme, the Unified Vocational Preparation programme and the consultative paper on vocational preparation (see 2.2). The group also considered the effects of public expenditure cuts on the MSC's expenditure on the Training Opportunities Scheme and Youth Opportunities Programme and their implications for associated further education provision.

Education and industry

2.15 The Department continued to work closely with other Departments concerned on developments aimed at fostering a closer and more constructive relationship between education and industry and enhancing the contribution of education to the country's economic performance. One example of the outcome of this work was the expansion of the National Engineering Scholarship Scheme co-financed by Industry and Government (see 2.54).

2.16 Particular attention was given to the implications for education of the adoption by industry of new and developing technologies such as microelectronics.

Computer education

2.17 Following the report of a working party established by the Manpower Services Commission on the demand for training courses for personnel to work in computing, the Department sent a Further Education Circular Letter (FECL 5/79) to local education authorities and public sector institutions of higher and further education to inform them of the working party's proposals for the expansion of existing courses and the establishment of new courses in computer programming and systems analysis. Grant support was offered by the Manpower Services Commission to employers sponsoring students on the new courses.

Management education

2.18 The Department continued to promote management education as part of the Government's drive to improve the performance of British industry and commerce. A new intermediate national qualification, the Certificate in Management Studies for junior and middle managers, has now been established and pilot schemes are in operation. It is to be validated by the Business Education Council.

Engineering education

2.19 A member of HM Inspectorate continued to represent the Department on the Committee of Inquiry into the Engineering Profession (CIEP) which was established in 1977 by the then Secretary of State for Industry under the Chairmanship of Sir Monty Finniston. The Committee's report was to be published in January 1980.

2.20 To encourage and coordinate discussion of the report's specific recommendations on education and training, plans were put in hand for a

National Conference on Engineering Education and Training to take place in the autumn of 1980. In July the Secretary of State appointed a small Steering Committee under the chairmanship of Mr J R S Morris to organise the Conference.

Other developments

Recreation Management Training Committee

2.21 The Recreation Management Training Committee, appointed in 1978, jointly by the then Secretaries of State for Education and Science and for the Environment, continued its work and was expected to report in Spring 1980.

Foreign languages

2.22 The Department and HMI participated in the work of a British Overseas Trade Board (BOTB) group set up to assess the need for people with a knowledge of foreign languages in the successful pursuit of Britain's overseas trading interests. The group reported in May and a major conference was held in October. The Department was involved with BOTB in follow-up work.

Adult education

Advisory Council for Adult and Continuing Education

2.23 The Advisory Council's activities during the year included responding to several Government discussion documents; publishing a discussion document *Towards continuing education* and two formal reports to Secretary of State, *A strategy for the basic education of adults* and *Links to learning*; and sponsoring two research projects funded by the Department — 'A national sample survey of participation in adult education' and 'A survey of all post-initial education in the North-West'. The Secretary of State decided in December 1979 that the Council's term should be extended for a further 3 years after October 1980 to enable it to complete its main tasks.

Adult literacy

2.24 Following the first annual report of the Adult Literacy Unit (ALU) and the Advisory Council's report, *A strategy for the basic education of adults*, the Secretary of State concluded that there was a need for continuing central support of innovative work in adult literacy and for similar support of development work in related basic skills without which people find it difficult even to be considered for employment. He announced in December 1979 the development from ALU, again within the National Institute of Adult Education, of a unit to provide a focus for this work and to function from April 1980 for three years in the first instance with central funds of about £500,000 in its first year.

Adult education research

2.25 The Department commissioned two research projects in this area. The first was a two-year project to identify the characteristics, motives and perceptions of mature students and to identify the incentives and barriers to the take up of existing provision; the second was to determine the benefits of and needs for the training of adult education staff.

Local authority provision

2.26 Provisional figures show that nearly 1.4 million students were enrolled by local education authorities at adult education centres in England in November 1979 compared with 1.9 million in 1978. (This number does not include those at major establishments of further education on comparable courses.) During the 1978/79 academic year over 3,000 short courses involving some 79,000 students were held in residential establishments maintained or assisted by local education authorities.

Responsible bodies

2.27 Courses provided by university extra-mural departments and the Workers' Educational Association (WEA) were attended by some 244,000 students (provisional figure) in the 1978/79 session compared with 239,000 in 1977/78. The Department's grant towards teaching costs in extra-mural departments and districts of the WEA in England totalled about just over £4 million in the 1978/79 educational year, compared with £3.7 million in 1977/78. Grants to the WEA are also applied to organisational costs.

National associations

2.28 The Department's grant towards expenditure incurred by a number of national associations in providing education services totalled £431,000 for the financial year 1978/79, compared with £172,000 for 1977/78 and included £238,000 contingent upon the setting up of the Adult Literacy Unit and a full year's funding of the work of the Advisory Council for Adult and Continuing Education.

Long-term residential colleges

2.29 The number of students on courses (other than short courses and summer schools) at the five long-term residential colleges of adult education for the 1978/79 academic year was 419 which included 227 new admissions, 60 of them at the newly opened Northern College. The Department's grant aid to the colleges amounted to £615,000, compared with £518,000 in the previous year. In addition, grants totalling £37,000 were made towards capital development.

Organisation

Management of public sector higher education

2.30 As a first step in improving the arrangements for the financing and management of higher education in the public sector, the Government made provision in its Education (No 2) Bill for the Secretary of State to set an upper limit to the expenditure on advanced further education which local education authorities share or pool. Subject to the approval of Parliament, this would be an avowedly short-term measure; discussions aimed at achieving a more discriminating allocation of resources in public sector higher education were under way at the end of the year.

Council for National Academic Awards (CNAA)

2.31 In September the Secretary of State and the Secretary of State for Scotland appointed twelve new members and reappointed thirteen serving members to the CNAA. All would serve until 1982.

Equipment

2.32 Following a detailed review by the Department in conjunction with the Department of the Environment, it was proposed in the White Paper, *Central Government controls over local authorities* (Cmnd 7634), inter alia, to remove entirely the requirement under Regulation 11(2) of the Further Education Regulations 1975 that the prior approval of the Secretary of State for Education and Science be obtained to the purchase of expensive items of equipment for establishments of further and higher education. The requirement would lapse as soon as the regulation could be revoked.

Agricultural education

2.33 Consideration continued to be given by all those concerned to the rationalisation of existing arrangements for the validation of agricultural and related courses below degree level.

Safety

2.34 Administrative Memorandum 3/79 issued by the Department on 26 February 1979, *Experiments in genetic manipulation*, informed local education authorities, schools and further education establishments of the requirement under the Health and Safety (Genetic Manipulation) Regulations 1978 that the Health and Safety Executive and the Genetic Manipulation Advisory Group should be notified of any proposals to carry out work involving processes of genetic manipulation as defined in the Regulations. While indicating that only rarely would such work be justified, eg as part of a possible research programme of a polytechnic, the Administrative Memorandum set out the procedure to be followed if action of this kind were contemplated.

Tuition fees

2.35 DES Circular 3/79, dated 27 March announced the Secretary of State's recommended fee levels for 1979/80 for home and overseas students but fees for the latter were revised in Circular 5/79 dated 12 July 1979. On 1 November it was announced in Parliament that, given the overriding need to reduce public expenditure while giving priority to home students, the current subsidy in the education budget of around £100 million a year on provision for overseas students would progressively be removed. Accordingly as from the start of the academic year 1980/81, all overseas students who begin courses of higher and further education in Great Britain would be expected to pay a fee covering the full cost of tuition.

Universities

Student numbers

2.36 The provisional count of full-time and sandwich course students in universities in Great Britain in October 1977 was 292,000, of whom 244,000 were undergraduates and 48,000 postgraduates; of these 17,600 and 17,500, respectively, were overseas students. The actual number in the academic year 1978/79 was 288,400 of whom 239,200 were undergraduates and 49,200 were postgraduates: included in these figures are 18,500 postgraduate and 18,000 undergraduate students from overseas.

Finance

2.37 In April 1978 the then Government announced universities recurrent grant for the four academic years beginning 1978/79. The figures are given in Table 6a, the first being intended to be a firm assessment and the remaining three indicative.

Table 6a. *Universities' recruitment grant at 1978/79 prices*

Great Britain

Academic year	1978/79	1979/80	1980/81	1981/82
£ million	619	635	648	670

Although the grant for 1978/79 was settled as a cash limit within which universities would normally be expected to contain their expenditure, an addition of some £20 million was provided in recognition of the fact that pay and price increases were higher than had been expected when the original grant was settled.

2.38 Recurrent grant for the four academic years beginning 1979/80 were announced by the then Government in April 1979. The figures are given in Table 6b, and again the first was intended to be firm and the remainder indicative.

Table 6b. *Universities' recurrent grant at 1979/80 prices*

Great Britain

Academic year	1979/80	1980/81	1981/82	1982/83
£ million	714	731	750	755

In settling the grant for these four years it was assumed that full-time student numbers would increase from about 291,500 in 1979/80 to 310,000 in 1982/83, which would mean that income per student from recurrent grant and tuition fees would be maintained in real terms at about the 1978/79 level throughout the period.

2.39 As part of the new Government's policy of reducing public expenditure, the Budget of June 1979 reduced the universities' grant for 1979/80 by £9 million, while a real-terms increase of about 20 per cent in fees for overseas students resulted in grant being reduced by another £5.5 million. A cut of a further £3 million was made in the White Paper *The Government's expenditure plans 1980/81* (Cmnd 7746). During 1979 the rate of inflation increased at a faster rate than was assumed when the grant for 1979/80 was settled, but as that grant was a cash limit, universities were required to find a proportion of the extra costs from their own resources, in common with other areas of spending. However in recognition of the universities difficulties, the Government had provided by the end of the year an additional £43 million, for 1979/80.

2.40 Revised levels of grant for 1980/81 and later years had not been settled. In November 1979 it was stated in Cmnd 7746 that resources available for home

students in the whole of higher education in 1980/81 would be about the same as in 1979/80. So far as overseas students were concerned, those beginning courses in 1980/81 and later would be expected to meet the full cost of their tuition (see 2.35).

2.41 The levels of furniture and equipment grant announced by the previous Government in April 1979 on the four-year basis described above are set out in Table 7.

Table 7. *Universities' furniture and equipment grant at 1979/80 prices*

Great Britain				
Academic year	1979/80	1980/81	1981/82	1982/83
£ million	51.1	55.6	56.8	56.0

Throughout the recent adjustments to public expenditure, the furniture and equipment grant for 1979/80 remained unchanged. No decision was taken by the Government about grants for later years.

Royal College of Art

2.42 Based on the provisional indication given last year, the Royal College of Art in April 1979 was allocated grant-in-aid of recurrent expenditure of £2.458 million at 1979/80 prices for the academic year 1979/80. During the course of the year this figure was adjusted to take account of certain pay settlements and the expected increase in tuition fees for overseas students.

Cranfield Institute of Technology

2.43 Based on the provisional indication given in 1978, Cranfield Institute of Technology in April 1979 was allocated grant-in-aid of recurrent expenditure of £4.842 million at 1979/80 prices for the academic year 1979/80. During the course of the year this figure was adjusted to take account of certain pay settlements and the expected increase in tuition fees for overseas students.

Open University

2.44 A recurrent grant of more than £45 million was allocated to the University for the academic year January to December 1980. The grant took account of the proposed admission of 19,500 new undergraduate students in 1980 (to maintain the total undergraduate student body at about 61,000) and of the production and remaking of courses. The course tuition fee was reviewed and the University was advised that an increase from £55 to £67 would be appropriate for the 1980 academic year.

Student union finance

2.45 The new arrangements proposed by the previous government had not been introduced by the time of the General Election in May 1979. The new ministers discussed the issues again with the interested parties and expected to be able to announce their decisions early in 1980.

Educational credit transfer

2.46 The Report on the feasibility study directed by Mr Peter Toyne of Exeter

University was approved by the Steering Committee chaired by Dr C C Butler, Vice-Chancellor of Loughborough University, in June 1979. It found that there was a need for a national information service on educational credit transfer and made proposals for setting it up. The Secretary of State decided that all interested bodies should be consulted in order to establish, among other things, the extent of institutional support for the proposals and whether institutions which might use the service would be prepared to meet all or part of the costs; as a preliminary to deciding whether to fund a pilot project on the lines suggested in the Toyne Report. The Report was issued to the institutions being consulted in December 1979.

Student support

Numbers receiving full-value awards

2.47 Local education authorities in England and Wales granted 369,000 full value awards in 1978/79 (see also 9.4).

Mandatory awards

2.48 The rates for mandatory awards had been increased annually in recent years to take account of inflation, with a planned full review of the entire system every third year. Such a triennial review began during the latter half of 1978 but was interrupted by the announcement in the spring of the General Election; it was not therefore possible to introduce any major changes in the arrangements in 1979. The full-scale review was resumed in the autumn, to consider whether any changes should be introduced from the beginning of the 1980/81 academic year.

2.49 The rates of grant were increased substantially in 1979. The new rates represented increases in the basic grant of about 13 per cent for all mandatory award holders over the rates for 1978/79.

Table 8. *Main rates of grant for students*

	1978/79 £	1979/80 £
London	1,315	1,485
Elsewhere	1,100	1,245
At home	870	985
Students receiving free board and lodging	455	515

Supplementary grants (for example in respect of dependants, vacation hardship, disabled students and special equipment) were also increased.

Parental contribution, child benefit and tax allowances

2.50 The phasing out of child tax allowances as a result of the introduction of tax-free child benefit was completed in April 1979. The final stage of compensating students' parents for the loss of these allowances through improving the parental contribution scale was accordingly implemented from September. Transitional arrangements previously agreed with the Inland Revenue and local education authorities to protect the position of the parents of certain students not covered by these provisions were also continued in 1979.

2.51 The parental contribution scale was also adjusted to take account of

increases in earnings, and the scale was further modified to secure reductions in the real value of contributions for most parents. The starting point for contributions was raised as a result from a residual income of £3,800 to £4,700 and appropriate adjustments were made throughout the scale, as in previous years; the minimum rate of maintenance grant to students was increased from £200 to £335 in 1979/80 to ensure proper compensation for the withdrawal of tax allowances to parents on higher incomes.

Other changes

2.52 Other modifications introduced in 1979 included:

- i. a relaxation in the three years' ordinary residence requirement in the case of the child of a migrant worker from another member state of the EC, in order to bring the Awards Regulations into line with Community Law;
- ii. a relaxation in the arrangements relating to late applications for grant, whereby local authorities were given a measure of discretion in certain instances;
- iii. the introduction of a special higher disregard of student income to ensure that, where a National Engineering Scholar was additionally in receipt of employers' sponsorship, the value of one or other of these benefits was not entirely cancelled out. For such a Scholar, the maintenance grant began to be reduced by student income only where income from the Scholarship, plus any other scholarship or sponsorship, and other sources exceeded £1,000 in aggregate.

Major changes were not possible because of the announcement of the General Election shortly before the arrangements for the 1979/80 academic year had to be settled.

Discretionary awards

2.53 The Council of Local Education Authorities set up a working party in 1978 to review policy on discretionary awards. The working party's report was considered by the Council at the beginning of 1979 and was submitted to the Secretary of State in the summer. The comprehensive findings of the working party were still under consideration in the Department at the end of the year in the context of the awards review.

National Engineering Scholarships

2.54 The scheme was established in 1978 to provide scholarships to students on engineering courses. 159 awards were made as a result of the 1979 competition. The Scholarships, worth £500 pa (tax-free and in addition to the student grant) were in 1979 made tenable on most full-time first degree courses in engineering and related subjects. Plans were devised for a similar competition in 1980 for up to 300 scholarships, and details were published in September.

Adult education bursaries

2.55 A total of 236 new bursaries were awarded for the academic year 1979/80 to students attending one- and two-year courses of liberal adult education at the long-term residential colleges (see 2.29). In addition, awards made in the previous year were continued for 204 students to enable them to complete the

second year of their studies. These grants were made subject to similar conditions and at the same rates as mandatory awards and the changes in rates and conditions (see 2.49) were applied to them.

Postgraduate awards

2.56 New rates of grant for 1979/80 for postgraduate studentships awarded by the Education Departments and the Research Councils representing increases in line with those for undergraduates were announced in April.

Table 9. *New rates of grant for postgraduate students*

	1978/79 £	1979/80 £
London	1,990	2,250
Elsewhere	1,610	1,820
At home	1,210	1,370

DES studentships

2.57 Following the 1979 competition held by the Department for the award of studentships in the humanities 1,187 candidates out of a total entry of 2,738 took up studentships. The number of awards offered represented about one-fifth of the estimated number of good honours graduates (those gaining a first or upper second class honours degree) in relevant disciplines. Studentships continued to be tenable for either one or up to three years. In addition, the Department awarded 49 studentships for research or other postgraduate training in information science and technology to Candidates nominated by their institutions and 26 for postgraduate study and research in librarianship.

DES bursaries

2.58 Bursaries were again made available on a quota basis to institutions of higher education who were invited to nominate suitably qualified students accepted on postgraduate courses, mainly of a professional or vocational nature, in the humanities. The number of awards made increased by 32 per cent since the scheme was set up in 1969 and, apart from minor modifications to reflect changes in the pattern of demand, the essential features of the scheme remained unaltered.

Table 10. *Awards made in main subject areas*

	1969	1979
Fine art and associated subjects	309	381
Librarianship	239	260
Language studies	8	54
Other disciplines (eg museum studies, archive administration, journalism)	107	180
	663	875

The Computer Board for Universities and Research Councils

2.59 The Board continued to review its ten year strategy for planning the total system of central computing facilities for universities taking account of changes in the number of users, in the pattern of usage, in the computer technology and in computing techniques. Within that strategic plan the Board approved the purchase of mainframe computers for the universities of Brunel, City, Edinburgh, Heriot Watt, Leeds, Nottingham and St Andrews and for King's College, London and the University of Wales Institute of Science and Technology. Interactive computers were also approved for East Anglia, Kent, Reading, Sheffield and Southampton.

2.60 The Board drew up long-term plans for the development of the National Centres at the University of London Computing Centre and the University of Manchester Regional Computing Centre and ensured that the facilities to be offered by these centres would be complementary to those provided by the major computing centres of the Science Research Council.

2.61 The Board collaborated with the Research Council in drawing up a programme for the development of networks both for linkage between universities and for local (campus) networks. Another area for collaboration was in the provision and exploitation of the facilities offered by an ICL Distributed Array processor to be installed shortly at Queen Mary College, London.

2.62 The Board funded the setting up of services in the computing centres of 30 universities to support the applications of microprocessors throughout departments within these universities.

Table 11. *Summary of Board allocations and expenditure 1978/79*

	£ million	
	Allocation	Expenditure
Capital (including buildings)	10.069*	9.231*
Recurrent costs	10.596	10.594
Totals	20.665	19.825

*£838.000 was held up for payment due to the Department's computer being the object of industrial action.

Figures shown include expenditure on VAT

2.63 A detailed account of the Board's activities is given in *Report of the Computer Board for the period 1 April, 1977-31 March 1979*, (Cmnd 7745, HMSO).

Youth service and community provision

Youth Service Forum for England and Wales

2.64 Following widespread doubts whether the Forum had provided in effective organ for coordination at a national level of the many interests involved as was hoped when it was set up in 1976, the Department decided that the Forum

should be disbanded. Consultation and discussion between the Government and youth service organisations was subsequently maintained by a programme of meetings with individual organisations and groups of organisations.

2.65 At its last meeting in June, the Youth Service Forum received and considered a working party report on Resources for the Youth Service. The Forum welcomed the Report and decided that it should be made widely available as a discussion document. The Report was distributed accordingly.

In-service training in the youth and community service

2.66 Circular 13/78 announced that the Department would grant aid an In-service Training and Education Panel (INSTEP) to enable it to fulfil the role of a central coordinating and validation body for in-service training. Grant aid commenced in 1979.

National voluntary youth organisations

2.67 The Department's grant towards the headquarters and training expenses of national voluntary youth organisations totalled £1.4 million in 1979/80, including some £200,000 for experimental and development work.

Capital grants for local youth and community projects

2.68 Grants from the Department for local voluntary projects started in 1979/80 totalled £1.5 million. In addition grants amounting to over £353,000 were offered to sponsoring bodies for national and regional youth projects.

Commonwealth Youth Programme Meeting in Chandigarh, India

2.69 In March the Department led the United Kingdom delegation which attended this conference, on the policies of Commonwealth Governments towards youth affairs.

3 Teachers

Teacher employment — teacher training — training and retraining of teachers in shortage subjects — in-service training — training of teachers for further education — teachers' pay and superannuation

Teacher employment

Number of teachers

3.1 During 1979 the numbers of pupils in nursery, primary and secondary schools in England continued the decline begun in 1977. Over the same period the number of teachers (including the full-time equivalent of part-timers) fell to 438,100 in January 1980, a decline during the year of 2,700.

Table 12. *Maintained nursery, primary and secondary school teachers in employment in January of each year since 1976*

England	Thousands					
	January	1976	1977	1978	1979	1980
Qualified teachers in regular service:						
Full-time (FT)		404.2	409.0	410.4	413.9	410.9
Part-time (FTE)*		17.6	15.7	14.9	15.0	15.0
Qualified teachers on long-term secondment		2.0	1.3	1.1	1.5	1.7
All qualified teachers in regular service or on secondment		423.8	426.0	426.4	430.4	427.6
Qualified teachers in occasional service		3.5	3.9	6.2	7.6	7.8
Student teachers and instructors, FT and FTE		3.9	3.2	3.1	2.8	2.7
All teaching staff		431.2	433.1	435.7	440.8	438.1
Increase during year		9.3	1.9	2.6	5.1	-2.7

*FTE = full-time equivalent.

3.2 Pupil/teacher ratios within schools in January 1979 showed an improvement from the previous year: at 23.1:1 in primary schools and 16.7:1 in secondary schools they were again the best ever recorded. In formulating during the year its expenditure plans for 1980/81, the Government took account of diseconomies of scale. Pupil numbers in England were expected to fall from 8,350,000 to 7,970,000 between 1978/79 and 1980/81 and teacher numbers were expected to fall from 441,000 to 424,000 during the same period. This would allow the existing level of induction and in-service training to be maintained.

Class sizes

3.3 Table 13 shows the continuing decline in the percentage of primary and secondary school classes containing more than 30 pupils.

Table 13. *Percentage of maintained primary and secondary school classes with 31 or more pupils*

January of each year	1974	1975	1976	1977	1978	1979
Primary schools						
Registered classes ¹	54.9	50.1	46.5	43.5	40.1	—
Taught classes ²	—	—	—	36.5	33.3	28.6
Secondary schools						
Taught classes ²	18.5	16.9	16.0	14.7	13.4	11.7

¹Excluding middle schools deemed primary

²Including middle schools as deemed

Unemployed teachers

3.4 Table 14 shows the number of people registered at employment offices in England as unemployed and seeking work as school teachers.

Table 14. *People registered as unemployed and seeking work as school teachers*

England				
December 1978	March 1979	June 1979	September 1979	December 1979
8,728	7,868	6,666	9,236	8,723

Teacher training

3.5 The new Government on coming into office emphasised its concern with standards in initial teacher training and confirmed the decision of its predecessor to ensure all-graduate entry to the profession, and possession of competence at GCE O-level standard in mathematics and English language, by 1984.

Initial teacher training intake targets and student numbers

3.6 Intake targets to public sector teacher training institutions for 1979 and 1980, set after consultation with the Advisory Committee on the Supply and Training of Teachers in 1978, were subject to only minor adjustments in the light of recruitment difficulties to three- and four-year courses faced by some institutions. A limited movement was permitted from the targets for these courses to targets for entry to postgraduate certificate in education courses. The resulting targets for institutions in England amounted to some 8,800 to three- and four-year courses and some 5,500 to one-year courses (postgraduate certificate in education courses 4,700, postgraduate art teacher training courses 400, and specialist non-graduate certificate courses 400). These figures included about 425 to three- and four-year courses and about 300 to postgraduate courses at universities, following the amalgamation of four former colleges of education with universities. In addition, some 4,200 students were expected to be admitted to postgraduate courses at universities in England.

3.7 The established intake targets, designed to ensure a smooth run-down of the system to the level planned for 1981, were reflected in the total student numbers for the year. In the autumn term the estimated number of students on courses of initial training in institutions providing teacher training, excluding universities, was 34,600 in England compared to 43,300 in 1978. The provisional total number following initial training courses in all institutions was 40,884 compared with 49,725 in 1978.

3.8 In August 1979 the Department wrote to local education authorities and institutions providing training for teachers commenting on their regionally co-ordinated plans as revised in the light of the Secretary of State's announcement about the future of the teacher training system in 1977 (see *1978 Annual Report*, paragraph 3.14). These plans suggested that considerable efforts had been made to preserve a balanced system which would be responsive to the needs of schools, particularly in provision of specialist teachers of subjects in which there were shortages in the schools. However, it appeared from information becoming available about the nature and extent of some of these shortages that the planned provision would be inadequate in some respects and that difficulties in recruitment in certain subject areas could result in a further shortfall. Following the issue of the Department's response, the regional steering committees which had coordinated the original planning were reconvened in many regions to re-examine the balance and scale of local provision. The Department continued to keep in contact with these committees and with institutions in order to monitor their success in achieving their objectives and to discuss any further changes in their plans.

Standards in training

3.9 The concern with standards in training, and the relevance of training to the needs of the schools and to the wider needs of society, were reflected during the year in a number of initiatives.

3.10 The publication during the summer of the results of a survey conducted by HM Inspectorate, *Developments in the BEd degree course* (HMSO) initiated widespread discussion within the initial teacher training world of the structure and content of courses. The Universities' Council for the Education of Teachers also published a discussion document on the postgraduate certificate of education as a means of secondary specialist training, which received wide attention. The Department is funding two major research projects bearing on the issues raised: a study under Professor A M Ross at Lancaster University on the effect of the reorganisation of initial teacher training institutions (including, in particular, amalgamation with other institutions of advanced further education) on the structure of BEd degree courses, and a study under Professor G Bernbaum at Leicester University on the structure and process of postgraduate certificate of education courses in universities.

3.11 Following the Department's approach to selected local education authorities in 1978, three authorities established preparatory courses for prospective teachers with experience which could be of value in teaching, particularly those from ethnic minority groups, who might otherwise be precluded from training because they had no opportunity to acquire the more stringent entry qualifications required after 1979. The Department was financing from its research budget a project under Mr P K C Millins, based at Ealing College of Higher Education, for monitoring and evaluation of these courses.

3.12 The Department supported the efforts of bodies such as the Industry/Education Unit of the Department of Industry, the Industrial Society and the Confederation of British Industry which are concerned to stimulate the awareness amongst teacher trainers of the importance of relating their work to the needs of industry and commerce.

Training and retraining of teachers in shortage subjects

3.13 Although the overall picture was of an oversupply of teachers, severe shortages persisted in certain subjects, notably the physical sciences, mathematics, business studies, and craft, design and technology. It was estimated that over 630 teachers in mathematics, physical sciences, and craft, design and technology were working in schools in the autumn of 1979 as a result of the second year of the Government's scheme for training and retraining in these shortage subjects. In the academic year 1978/79, 580 awards and grants were made to enable mature teachers and other suitably qualified and experienced people to train or retrain as secondary specialist teachers with financial support through the Manpower Services Commission. In addition, a substantial proportion of those attending the 30 one-year retraining courses for qualified teachers were younger people receiving awards or other support from their local education authorities. The scheme was extended in 1979/80 to cover training and retraining in business studies as well as further training for existing mathematics and science teachers in both primary and secondary schools.

In-service training

3.14 With the agreement of the local authority associations, the Department again conducted a survey of the provision made by local education authorities for the induction and in-service training of teachers in maintained schools. The result of this survey, which was more comprehensive than that first conducted in 1978, (reported in *Statistical Bulletin 8/78*, DES), were published in a Statistical Bulletin in 1980. The number of teachers involved in these activities is high; in particular, 90 per cent of teachers taking up first full-time appointments in 1978/79 were involved in some sort of induction programme. It is clear, however, that much of this work was done without release from normal classroom duties. However, release allowed for participation in induction and in-service training activities in England and Wales in 1978/79 was the equivalent of 5,700 full-time teachers, which compared favourably with the 4,000 in the previous year. The survey revealed an encouraging level of support for school-based in-service training programmes and a growing realisation of the value of industrial secondments as a means of increasing teachers' knowledge and awareness of industry and commerce.

Training of teachers for further education

3.15 By the end of the year all but one of the nine Regional Advisory Councils for Further Education in England had submitted plans in response to DES Circular 11/77, for the development of training for full-time further education teachers. The Department offered comments on these plans as they were submitted, and approved a total of 12 new independent centres for the provision of part-time in-service Certificate of Education (FE) courses by the end of the year. More than 1,100 further education teachers enrolled on two year part-time Certificate courses in 1979, continuing the steady increase in enrolments to the new-style courses. No decline in enrolments to the more traditional one-year

pre-service courses was evident however, though the number of people enrolling on four-term sandwich courses continued to decline as in-service courses became available.

Table 15. *Numbers of serving teachers attending courses of further training included in the Department's programme*

England

	Full-time courses	Part-time courses		
		Teachers in first year of course	Teachers in second and subsequent years	Total
Higher degrees in education	1,904	1,435	2,543	3,978
BEd courses	433	2,926	3,393	6,319
Courses of advanced study	1,401	1,695	1,550	3,245
Courses for teachers of handicapped children	640	264	274	538
Other one-year full-time courses or part-time equivalent	463	164	138	302
Totals	4,841	6,484	7,898	14,382
One-term full-time courses (1979 Calendar year)				888
Part-time courses of less than one-year full-time equivalent				2,755
Department's short courses (1979/80 financial year)				7,371

Teachers' pay and superannuation

Pay

3.16 Some changes were made in the composition of the Teachers' Panel of the Burnham Primary and Secondary Committee, primarily to reflect the formation of new teachers' associations through the mergers of organisations that had previously represented men and women teachers separately. The changes were effected by determinations made in accordance with Sections 1(3) and 1(4) of the Remuneration of Teachers Act 1965. The reconstituted Committee came into operation on 6 March 1979.

3.17 The Burnham Primary and Secondary Committee and the Burnham Further Education Committee received reports from joint working parties set up in 1978 to examine the movement of salary relativities affecting teachers since 1975. Consequently, the Teachers' Panels representing the school and further education teachers submitted claims for substantial increases in pay with effect from 1 April.

3.18 While negotiations were proceeding, the Government announced the establishment of a Standing Commission on Pay Comparability, and the Management Panels proposed that the Commission be invited to review and

make recommendations on teachers' pay. The proposal necessitated discussion with the Government about the terms on which such a reference would be made, and a hiatus occurred when, on 27 April, the Secretary of State announced that the Government would not find it appropriate to come to hasty decisions, particularly on the terms of reference, in the last days of the campaign before the General Election.

3.19 Upon the resumption of negotiations after the General Election and subsequent formation of the new Government, agreement was reached in the Burnham Primary and Secondary Committee on 21 May on an increase, with effect from 1 April 1979, of 9 per cent on scales and allowances (except Social Priority Schools Allowance and London Allowances) plus other marginal improvements adding a further 0.3 per cent to the total pay-bill. It was also agreed, as part of the settlement, that the question of teachers' pay should be referred to the Standing Commission on Pay Comparability and that any further increase negotiated on the basis of the Commission's recommendations should become payable in two stages, half from 1 January 1980 and the full amount from 1 September 1980. It was also agreed that in the meantime, all teachers should receive an additional payment "on account" of £6 per month, to be recovered in January to March 1980 from the first-stage increase.

3.20 A similar agreement was concluded for further education teachers on 23 May, consisting of 9 per cent on all scales and allowances (except London Allowances) plus other improvements adding a further 0.3 per cent to the aggregate, together with reference to the Standing Commission on Pay Comparability, the staging of any consequent increases half from 1 January 1980 and the full amount from 1 September 1980, and a payment "on account" of £6 per month.

3.21 At the close of the year, the study being undertaken by the Standing Commission on Pay Comparability was still in progress.

3.22 Teachers submitted a separate claim for increases in London Area Allowance from 1 April 1979. Since agreement was not reached in the Burnham Primary and Secondary Committee the matter was referred to arbitration under arrangements made under Section 3 of the Remuneration of Teachers Act 1965. The arbitral hearing was to take place early in 1980.

3.23 In April, agreement was reached on an increase of 9 per cent in the salary scales of non-clinical university teachers, to take retrospective effect from 1 October 1978. This increase was in addition to the 6.1 per cent interim increase already implemented from that date, as the first stage of the agreed rectification of an anomaly that had occurred in the pay of university teachers through the institution in July 1975 of a restrictive mandatory pay policy. The negotiating committee also agreed to hold further discussions on a possible invitation to the Standing Commission on Pay Comparability to examine the feasibility of a comparability study on the pay of the university teachers. These discussions were held later in the year.

3.24 In October, the second and final stage of the rectification of the 1975 anomaly was implemented in the form of revised interim salary scales, involving a 6 per cent aggregate increase but so distributed as to restore differentials comparable to those instituted by the arbitral award of June 1975. In December, a further settlement was reached which increased pay scales by a further 10 per

cent from 1 October 1979. In addition, the Government agreed to refer the university non-clinical teachers to review by the Standing Commission on Pay Comparability, on the understanding that any increases resulting from the Commission's recommendations would be payable in two stages, with effect from 1 April 1980 and 1 October 1980. Since the Standing Commission was not expected to report on the group before September 1980, it was further agreed that an interim increase of 6 per cent would become payable from 1 April 1980.

3.25 Recommendations in the Ninth Report of the Review Body on Doctors' and Dentists' Remuneration (Cmnd 5848) for increasing the pay of doctors and dentists in the National Health Service were extended, according to established practice, to the salary scales of university clinical teachers with effect from 1 April. Those increases included the implementation of the first stage of the fully up-to-date salary scales derived from the Eighth Report.

Superannuation

3.26 The Teachers' Superannuation Working Party was concerned with a number of claims from the teachers' associations for improvements in the superannuation scheme. Most could not be met, either on grounds of principle or for reasons of cost, but two were still under consideration at the end of the year. The working party set up a subsidiary Management Advisory Group to keep the general management of the scheme under review, and in particular to consider publicity, the exercise of discretion within the regulations, and the operation of the finances of the scheme.

3.27 The administration of the teachers' superannuation scheme was the subject of one of the studies carried out by Sir Derek Rayner in the autumn at the request of the Prime Minister, aimed at identifying ways of increasing efficiency and effectiveness in the Civil Service. The report of the study was under consideration at the end of the year.

3.28 The Teachers' Superannuation (Policy Schemes) Regulations 1979 (SI 1979/47) came into operation on 19 February 1979. They provided for a small number of teachers who previously had been covered by special arrangements providing benefits through assurance policies, to assign those policies to the Secretary of State in exchange for a proportionate credit of reckonable service in the teachers' scheme.

4 HM Inspectorate

Organisation — inspection and related activities — educational research — HMI working directly with the Office — HMI working with other government departments — other activities — HMI in Wales — international relations — publications — Welsh publications

Organisation

Role

4.1 HM Inspectors of Schools (HMI) continued to offer independent professional advice based on inspection to the Secretary of State, the Department of Education and Science, other government departments, local education authorities, teachers and others as required. Some of their activities are described below. HM Inspectors in Wales reported to the Secretary of State for Wales.

Numbers

Table 16. *Numbers of HM Inspectorate in England at 31 December*

Year	1977	1978	1979
HMI in post	404	405	413

4.2 The Inspectorate in England remained about 4 per cent short of its full strength, but maintained a substantial programme of recruitment competitions throughout the year, in which 36 applicants were recommended for appointment as HMI compared with 27 in 1978 and 24 in 1977. HM Inspectorate in Wales numbered 60.

Inspection and related activities

First schools survey

4.3 The inspection programme for this survey was completed during 1979, and the findings were prepared for publication.

Middle schools survey

4.4 A pilot exercise was carried out in the spring of 1979. In the autumn, the first fifteen of the fifty schools selected for the survey were inspected. Urban, rural and mixed catchment areas were represented in the complete sample, as were schools of varying sizes. Some contributed pupils to single upper schools, others to many. All had a 9-13 age range for at least four years.

National primary survey

4.5 Over 23,000 copies of *Primary education in England* (HMSO, 1978) had been sold by the end of the year, and throughout the year reference continued to be made to it in the educational press. HMI concentrated on dissemination of the findings and recommendations in the report. Meetings to discuss the report and

its implications were held with most chief education officers and LEA primary advisers, and in over 80 authorities HMI participated in meetings or one-day conferences for heads of primary schools. The issues of particular interest were those concerned with continuity, science, mathematics, the humanities, posts of responsibility, arrangements for able pupils, class size, mixed age grouping, falling rolls and the role of the head teacher.

4.6 Advice was given to the many authorities which were undertaking in-service activities designed to implement recommendations of the report or to encourage schools to use it in the planning and management of their curriculum. Consideration of the report was included in regional courses and in the DES short course programme, and special attention was given to science and mathematics courses, many of them school-focused. A series of meetings with principals and senior staff of teacher training institutions began during the year, to discuss the implications of the report for initial and in-service training.

National secondary survey

4.7 The results of this programme of inspection of 413 schools, carried out between October 1975 and March 1978, were published in December under the title *Aspects of secondary education in England* (HMSO). Inspectors concentrated on the education of pupils during their last two years of compulsory education and particularly on four aspects of the curriculum: language, mathematics, science and the personal and social development of the pupils.

4.8 The inspectors found that the great majority of schools were happy and orderly communities; there was much sound achievement and in some schools there was work of real distinction. Schools did not neglect basic skills; they were in general conscious of public expectations and the concerns of parents and were anxious to respond to them. Teachers were interested in their pupils' personal well-being as well as in their academic achievement.

4.9 The report acknowledges the constraints under which schools were operating. It confirmed that there were continuing shortages of specialist teachers notably in English, mathematics, physics, modern languages, religious education, commerce, and craft, design and technology. There were some serious disparities between school and school, including schools of the same type, in the staffing ratios and in the adequacy or appropriateness of teachers' qualifications for the subject or subjects they were teaching. Many schools lacked sufficient science accommodation and appropriate books and library resources, though fuller and more effective use could have been made of the libraries they had.

4.10 The report records the widespread preoccupation of the schools with preparation for public examinations at 16, and some of the adverse effects, particularly on styles of teaching. A sense of pressure appeared to cause many teachers to rely heavily on dictated or copied notes and on the purveying of information rather than giving time for discussion and reading as a means of extending and strengthening their pupils' understanding. The inspectors suggested that changes were needed in the attitude of parents and examination boards as well as of teachers if public examinations were to have their proper place without distorting the curriculum or limiting pupils' opportunities to engage in effective learning.

4.11 Some interesting and encouraging developments were recorded in mathematics and science (in many ways schools were expecting a great deal of

pupils) but there were some causes for concern. Whereas virtually all pupils continued to study mathematics up to 16, considerable numbers dropped all science at 14 and many other pupils studied only one science subject. Both mathematics and science teaching needed to be related more to the world outside, to help pupils to see the relevance of what they were learning to the concerns of industry and commerce and those of everyday living; well-intentioned but excessively narrow concentration on drills practised in isolation often proved to be self-defeating and provided too few opportunities for pupils to widen their interest and give depth to their understanding.

4.12 The report recognised the care and effort of the majority of schools in devising curricula in response to many needs, but questioned how far the prevailing pattern, with a sharp break at 14 and the dropping of subjects before many of them had reached a worthwhile terminal point, really met the present or future needs of the country or those of the pupils themselves. The "options" system operating in most schools had grown so complex to administer that teachers and pupils were finding it difficult to coordinate learning effectively. The report suggested that it was now timely to seek a new rationale of the secondary school curriculum and a simpler structure with fewer options.

4.13 HM Inspectors pointed out that at a time of national economic restraints it would be unrealistic to expect action on every need identified in the report, but much could be done by individual schools and LEAs for themselves without waiting until more resources were available.

4.14 A number of activities were planned, including regional meetings with chief education officers and local authority advisers, meetings with Teacher Subject Associations, and courses run both locally and in the DES short course programme.

11-16 curriculum enquiry

4.15 The exercise in partnership between 41 secondary comprehensive schools in five LEAs (Lancashire, Wigan, Cheshire, Nottinghamshire and Hampshire), their secondary advisers and a small group of HM Inspectorate developed further during 1979. The purpose of the exercise was that the schools, having examined their existing curricula, should implement changes designed to provide a broad curriculum covering elements generally recognised as essential. A conference at Blackpool in March reviewed the existing achievements, problems and difficulties and commissioned the next phase of work. Systematic monitoring and evaluating began in September. Most of the schools offered to undertake the production of case studies related to one or other of the major areas of interest or concern identified by the partnership.

4.16 A separate and independent monitoring and evaluation of the work in the seven Cheshire schools, based on the North West Educational Management Centre and financed by the Department, began in the course of 1979.

4.17 A writing group representing the three partners, HMI, advisers and schools, began to prepare the draft text of a publication which will describe, analyse and assess the work undertaken up to June 1980.

16-19 year olds

4.18 The Inspectorate continued to develop its patterns of work for collecting

and disseminating information about and assessment of the provision for 16-19 year olds. A survey of the provision being made for young people who continue in full-time education for one year for purposes other than those of taking Advanced Level GCE or equivalent examinations, or of following vocationally specific courses, was completed in the autumn. Divisional groups of inspectors with secondary and further education responsibilities carried out joint inspection activities. In addition, inspectors took part in a number of discussions with LEAs on the problems of rationalising 16-19 provision.

4.19 A programme of inspections of the provision of full-time education for 16-19 year olds in tertiary colleges and in areas where both sixth-form colleges and colleges of further education are provided was begun. Detailed plans were made for inspecting the nature and quality of the further education provided for those 16-19 year olds released by their employers for part-time study; the exercise was to begin in the autumn of 1980.

Pupils with special educational needs

4.20 During 1979 a number of inspections were completed or initiated. These included an investigation of educational arrangements for children with speech and language disorders, of education in psychiatric units, of the curriculum between the ages of 14 and 16 in special schools, and of the response of special schools to children from ethnic minorities.

4.21 The inspectors' work included further consultations with a wide range of different bodies about the recommendations of the Warnock Report (Cmnd 7212, HMSO, 1978), and contributions to the Steering Committee set up to consider it. Inspectors gave assistance to the Rampton Committee of Inquiry into the educational needs of ethnic minority pupils. Considerable contributions were also made to the OECD/CERI project on the handicapped adolescent, particularly on the theme of integration.

Educational disadvantage

4.22 In 1979 HMI began a series of visits to a number of schools serving small council estates, outside the major urban areas. The purpose of these inspections is to explore the match between the educational needs of the children and the provision made by the schools and the local education authority.

Survey of the attainment of pupils in multiracial secondary schools

4.23 This investigation began in 1978. Inspectors carried on their discussions with schools on the ways in which the attainment of specific minority groups might be more clearly identified; the discussions were coupled with inspections of the work of the upper age groups in each school. Visits were completed in 1979, and individual reports on the schools visited were being issued.

The BEd degree course

4.24 The publication in April 1979 of *Developments in the BEd degree course*, HMI series Matters for Discussion 8 (HMSO), based on visits to 15 teacher training institutions in the public sector, was followed up in 24 meetings of HMI with regional professional committees for teacher education and with other bodies. There was wide agreement that professional and educational studies should be linked more closely and related more directly to practical experience, and that the needs of teaching practice should not be jeopardised by the frequency or timing of assessment relating to other parts of the BEd course.

School experience in the initial training of teachers

4.25 A more detailed investigation was carried out by the Inspectorate, with a view to possible publication, of the relationship in teacher training courses (BED and PGCE) between formal school practice, other work undertaken by students in schools, and the development of the theory of education, involving the inspection of these aspects of work in 14 colleges and 52 schools.

The postgraduate certificate in education (PGCE) in the maintained sector

4.26 Following visits to 18 institutions, HMI completed plans for the conference to be held early in 1980 on the postgraduate certificate in education in the maintained sector.

Language across the curriculum in the initial training of teachers

4.27 Inspectors visited ten teacher training institutions to ascertain the part allocated to language in the education and training of teachers. HMI were assessing how far students understood the relationship between language used in the classroom and the quality of pupils' learning; how well students were equipped to develop the pupils' linguistic competence; and how appropriately they were using language themselves in the classroom.

Retraining of teachers to teach shortage subjects in secondary schools

4.28 During 1978 and 1979 HMI visited the retraining courses in mathematics, physical science, business studies and craft, design and technology, and also saw a sample of those teachers who had been retrained during 1977/78 and were now teaching the subject in which they had been retrained. The success of the teacher's subsequent performance was seen to depend crucially on the relationship between the retraining course and the subsequent teaching programme, and on the degree of professional support being given by the school and the local authority. HMI discussed these matters with schools and LEAs, and held another in the series of conferences with the providers of the retraining courses.

Inspections and surveys in higher and further education

4.29 HM Inspectors concerned with higher and further education completed or were carrying out national inspections or surveys of the following: the response of the education service to the young unemployed; the implementation of courses leading to awards of the Business Education Council; the provision of trades union education; full-time sub-degree courses in engineering; the disadvantaged in adult education; organisational aspects of direct grant colleges of agriculture. A number of inspections of single FE institutions were carried out, as were certain other small-scale exercises, such as a survey of day-release provision for young civil servants, and the provision of languages other than French in FE and tertiary colleges. On the basis of knowledge gathered from all sorts of inspections HMI organised a conference in November 1979 which was concerned with some major professional and academic issues in higher education in the 1980s.

4.30 Arrangements for the recognition of establishments as efficient went on as before in the FE sector, and HMI were consequently involved in a series of inspections of independent establishments of further education. HMI also continued to inspect establishments seeking recognition as centres for the teaching of English as a foreign language.

Falling rolls

4.31 During their routine visits to schools and through their normal contact with officers of LEAs, HM Inspectors continued to inform themselves about the present and forecast extent of the fall in rolls in both primary and secondary schools in particular areas, and about the responses to this fall. Professional advice was offered within the Department and to LEAs; inspectors also addressed conferences in various parts of the country. Account was taken of the associated problems to be faced over the next five years in the DES programme of short courses staffed by the Inspectorate and in the contributions made by inspectors to courses on curriculum and organisation arranged by officers and advisers in LEAs.

Effects of LEA expenditure patterns

4.32 Assessment of the effects of LEA expenditure patterns formed part of the routine work of inspection by HMI. Particular attention was given to the effect of changes in LEA expenditure plans made in response to the Chancellor's Budget Statement in June 1979. On the basis of returns made on the effects of financial changes in individual schools and HFE and FE institutions, together with those made by district inspectors, a central team of inspectors contributed to the Department's forward planning.

Educational research

4.33 Throughout the year HMI offered advice to a number of small research working groups which had been set up to recommend a programme of research in areas of policy interest. A designated member of each HMI committee continued to inform the Office and the Inspectorate of significant developments in research in his specific field. HMI were members of project steering groups, and assisted in the consideration and discussion of research proposals received by the Department. During the year HMI also contributed to two Departmental seminars on research topics.

HMI working directly with the Office

4.34 In 1979 the Inspectorate contribution remained broadly comparable with that of 1978 in respect of the Assessment of Performance Unit, the Further Education Curriculum Review and Development Unit and the Departmental Planning Unit.

The Educational Disadvantage Unit

4.35 The Inspectorate continued to be involved with appropriate branches of the Department at headquarters in the discussion of educational proposals under the Urban Programme. The Inspectorate special needs team worked closely with the Educational Disadvantage Unit on such matters as urban and rural disadvantage, truancy and discipline, travellers' children, the educational needs of pupils from ethnic minority communities and the educational arrangements for Vietnamese refugee families.

HMI working with other government departments

Community Homes with Education

4.36 The report of the HMI inspection of education in Community Homes with

Education, carried out at the invitation of the interdepartmental working group on juvenile delinquency, was completed in 1979 for publication in the HMI series, *Matters for Discussion*, early in 1980. Inspectors made joint visits with Social Work Service Officers of the DHSS to Community Homes with Education and to Observation and Assessment Centres.

Liaison Group of Social Work Service Officers and HMI

4.37 This group met regularly to discuss the needs of the under-fives; children and young people in care; Intermediate Treatment; provision for disruptive pupils; truancy; jointly sponsored Urban Programme projects and the needs of the handicapped.

Vocational preparation

4.38 A staff inspector acted as part-time educational consultant to the Manpower Services Commission, giving assistance in particular to its Training Services and Special Programmes Divisions. Many inspectors in the further education field made a contribution to this work.

Services education

4.39 At the invitation of the Ministry of Defence, HMI undertook the normal programme of inspection of Service Children's Schools abroad and of other education provided by the Army and the Royal Air Force.

Education in Prison Department Establishments

4.40 At the invitation of the Home Office, HMI continued with the inspection of education provided in prison department establishments.

Other activities

4.41 Many inspectors continued to act as observers on professional associations, educational, training and research bodies, and the Schools Council.

HMI in Wales

4.42 HM Inspectors in Wales participated in several England / Wales exercises in addition to conducting their own inspection programme in schools and colleges of higher and further education. In the inspection of individual primary schools and in surveys of primary education particular attention was given to rural schools, open plan arrangements, bilingual schools and schools serving disadvantaged areas. Reports of surveys of provision in years 4 and 5 and of care and guidance arrangements in secondary schools were completed for publication. The programme also included stages of national surveys of science in secondary schools, of Welsh in secondary schools and of teaching practice in initial training. A national seminar was held of bodies providing in-service training, to discuss existing patterns of provision and to consider priorities, trends and developments.

International relations

4.43 HMI made a number of visits overseas to observe and discuss educational developments and systems. Some visits related to issues of current concern in the UK; others involved the provision of professional advice to UK delegations at

international conferences, colloquia and working parties, and of advice and assistance to and through the Overseas Development Administration and the British Council.

4.44 Inspectors played a part in projects and meetings of the Commonwealth, the EC, OECD, CERI, the Council of Europe and UNESCO (including the Intergovernmental Committee on Physical Education and Sport and the major biennial International Conference on education held in Geneva); the work of the European Schools; the Commonwealth and other teacher exchange schemes (including the development and monitoring of a new scheme with three Caribbean islands); the Foreign Assistants scheme; the Commonwealth Youth Programmes; international conferences and courses on specialist topics, and meetings of Mixed Commissions. The Senior Chief Inspector directed the OECD French-speaking seminar held at Oxford in October for senior educational administrators from member countries. It was one of the series on educational innovation: the central topic was equality of educational opportunity in a decentralised system. HMI were also involved with visitors to the Department concerned with current issues and developments in education.

Publications

4.45 The activities of the Inspectorate gave rise to several publications in 1979. At the beginning of the year, two reports were issued entitled *Behavioural units* and *Truancy and behavioural problems in some urban schools* (DES). Two new titles were added to the HMI Matters for Discussion series: *Developments in the BEd degree* and *Mathematics 5-11: a handbook of suggestions* (HMSO). A revised edition of *Safety in outdoor pursuits* (HMSO) appeared. Finally in December the report on the national secondary survey, *Aspects of secondary education in England* (HMSO), was published.

Welsh publications

4.46 There were two Welsh publications in the Education Survey series in 1979: *History in the secondary schools of Wales* and *Commercial and business studies in the schools and colleges of Wales* (HMSO).

5 Educational planning and research

Departmental Planning Organisation — educational research

Departmental Planning Organisation

5.1 The Departmental Planning Organisation consists formally of the Policy Steering Group (PSG), meeting under the Permanent Secretary; a number of Policy Groups, normally meeting under a Deputy Secretary Chairman; and the Planning Unit (which provides the administrative secretariat for the PSG and the Policy Groups and also includes members of HM Inspectorate, economists and operational research staff). DES Branches are involved both through membership of the Policy Groups and ad hoc as work requires.

5.2 The PSG and Policy Groups bring together senior officials and members of the Inspectorate for the purposes of planning especially in areas which span the responsibilities of more than one Policy Branch. Policy Branches themselves normally carry out planning tasks on topics falling entirely within their fields but these too may on occasion receive wider consideration through the planning machinery described above.

5.3 During 1979, the PSG supervised work on public expenditure, including the reappraisal initiated by the incoming Administration after the General Election, the preparation of the Department's contribution to the Public Expenditure White Paper (Cmnd 7746) and the monitoring of expenditure by local education authorities. Among the subjects covered by the Group in their reviews of policy were initial and in-service training, aspects of higher education, the survey on local education authority arrangements for the school curriculum, the implications of HM Inspectorate's national surveys of primary and secondary education, and proposed changes in rate support grant. The Planning Unit continued with the major programme on the broader context of educational planning initiated by the PSG in 1978. (*DES Annual Report 1978* paragraph 5.27).

5.4 The principal concern of the Policy Group concerned with higher, further and adult education (Policy Group A) was with the Department's policy for postgraduate education. A review was set in train which was to continue into 1980, in parallel with the activity of a Working Party established by the Advisory Board for the Research Councils to consider the appropriate level of support for postgraduate work in science. Other policy areas discussed by this Group were non-advanced further education and continuing education.

5.5 Two of the topics considered by Policy Group B, which is mainly concerned with education in schools, resulted in publications, one as a Report on Education, *Trends in school population* (DES), and the other as an article in *Trends in education* (HMSO) on the effect of class size on pupil performance. This Group also considered the policy implications of declining school enrolments; the report of the Assessment of Performance Unit on mathematics in primary schools; the findings of HM Inspectorate's national survey of secondary education and HM Inspectorate's activities following up their national survey of primary education; work on the education of ethnic minorities; the implications

of the report, *Fifteen thousand hours* (Open Books), on a DES-sponsored educational research project which examined secondary school influences on children's behaviour and attainments; and the results of the nursery education research programme.

5.6 The newly created Policy Group for Inspection (PGI), which has as its task to review recent developments across the education system and consider future policy in relation to inspection, held its first meeting. From time to time, new Policy Groups, sometimes of a short term nature, are established to study specific areas. For example, it was decided in the course of 1979 to set up a Policy Group on Computing Services (PGCS) to assess the Department's computing needs over the next decade. The aim was to develop a longer-term strategy for the use of computers by the Department taking account of foreseeable technological developments and to use this in developing plans for the replacement of the present installation — due in the mid 1980s. Special attention was given to the development of software which would facilitate direct user participation.

Economic advice

5.7 Economists in the Planning Unit continued work on the longer-term prospects for the economy and public expenditure as the background for an analysis of educational policy options. The purpose of this analysis is to illuminate the problems of choice which the education system must face during the next decade or so in deciding how to allocate scarce resources. Work was also in hand on the income distributional effects of changes in educational policy.

5.8 The Government's intention to replace the present assessment system for Rate Support Grant by a "unitary" approach was likely to require more detailed analysis of local authority educational "needs". Planning Unit economists were thus concerned, together with others, with developing a practicable approach to the estimation of need.

Financial modelling and operational research

5.9 The Financial Modelling Team consists of a small group with expertise in operational research and economics, whose main function is to assist Departmental policy making by developing both financial and non-financial models. The team completed work on a revised system for forecasting capital expenditure and with the Department's Statistics Branch on the development of a teacher manpower planning model. It also continued its work to maintain and improve existing models for forecasting educational expenditure in local authorities and universities, and on the development of a demographic model for longer-term expenditure projections.

Educational research

5.10 The Department adopted a more active role in its programme of commissioning educational research and, in particular, made a deliberate effort to ensure that the programme was more closely related to the Department's main policy and planning concerns. In areas identified as being of particular policy interest, small research working groups were set up within the Department to consider research priorities and recommend a programme of work that would focus on them. In addition, the Department held two seminars concerned with research in the fields of educational management and of evaluative studies.

5.11 A list of research projects currently supported by the Department is published annually and includes a short summary of each project. Projects (mainly those costing £10,000 or more) approved or completed during 1979 are listed in Appendix 1 under broad policy headings. In all, the Department was funding well over 100 educational research projects at the end of the year.

6 International relations in education

Highlights — educational cooperation in the European Community, OECD, Council for Cultural Cooperation — bilateral cultural cooperation — UNESCO — Commonwealth Day — teacher and student exchanges — assistants scheme — International Year of the Child

Highlights

6.1 At the invitation of the Secretary of State, the Minister of Education of the People's Republic of China, Mr Jiang Nanxiang, visited England from 28 September to 7 October with a party of senior officials. The programme included visits to the Royal Society, the Universities of Cambridge, Oxford, London (School of Oriental and African Studies), Surrey and Leeds, the Open University, Leeds Polytechnic and Ealing College of Further Education. Mr Jiang had discussions with the Secretary of State, the Parliamentary Under-Secretary of State, Mr Neil Macfarlane, the Minister of State for Foreign and Commonwealth Affairs, Mr Peter Blaker, and the Director-General of the British Council. The outcome was agreement further to develop the programme of educational and scientific cooperation between the United Kingdom and China as part of which some 300 Chinese students and research workers were studying or working in the United Kingdom in 1979 under arrangements made by the British Council and the Royal Society. Earlier this year, three official British delegations had visited China to study Chinese academic standards, to assess China's needs for educational equipment and to discuss English language teaching in China.

6.2 In the course of a visit to this country by Chairman Hua, the Chinese Premier, from 28 October to 3 November 1979, the Secretary of State for Foreign and Commonwealth Affairs and the Chinese Minister for Foreign Affairs signed a Cultural Agreement to provide a formal framework for educational cooperation.

6.3 In June 1979, the Minister of State, Baroness Young, led the United Kingdom Delegation to the eleventh session of the Standing Conference of European Ministers of Education at The Hague. The major theme was equality of opportunity for girls and women in education; but reports were also received on European educational cooperation; on society and the study of science, mathematics and technology; and on migrants' education.

6.4 Also in June, the Secretary of State attended an informal meeting of European Community (EC) Education Ministers held in Paris at the invitation of the French Ministers of Education. Although some legal difficulties were resolved during the year, others remained and this again meant that a meeting of all EC Education Ministers in Brussels did not take place.

6.5 In September, Mr Roy Jenkins, President of the EC Commission, opened the European School at Culham, Oxfordshire. The school, housed in the premises of the former Culham College of Education, continued to expand, and by the end of the year had over 200 pupils on its roll.

6.6 In October, the Department published a report, *European education cooperation and the UK*, which provided a summary of the education programmes

of the EC, the OECD and the Council of Europe, and explained how the UK participates in their work. In December an informal meeting was held with representatives of local authority and teacher associations to provide an opportunity for an exchange of views and information on international educational developments.

6.7 Also in December a party of Danish senior education officials visited the Department for an exchange of views on educational policy with a view to enabling each side to profit from the ideas and experience of the other. During their visit, the Danish delegation also held discussions with representatives of local education authorities in Sheffield and Inner London.

Educational cooperation

European Community (EC)

6.8 The EC Education Committee met seven times in Brussels during the year. Further progress was made in implementing the Resolution of 9 February and 13 December 1976, and in developing proposals on modern languages, European studies in schools, student mobility, and equal opportunities for girls. It was agreed that the programme of pilot projects and evaluation studies on the transition from education to working life should be extended by one year.

6.9 A new edition of the EC Handbook for Students was published and was widely distributed to institutions of higher education and local education authorities. The EC network of Information Centres entered a trial phase on a Community basis. The UK national unit (the Education Policy Information Centre based on the National Foundation for Educational Research) embarked on a feasibility study to investigate local authorities' policy information needs.

6.10 United Kingdom applicants continued to attract a good share of Community grants for study visits and joint study programmes. In 1979/80, the UK was allocated about 100 grants for study visits by specialists in vocational education and guidance, local and regional administrators, and higher education teachers and administrators. Institutions of higher education in the UK figured in 48 out of a total of 74 successful schemes for the development of joint study courses.

6.11 British educationists and administrators took part in meetings, conferences and workshops in Belgium, France, the German Federal Republic, Luxembourg and the Netherlands organised as part of the implementation of the education action programmes and of the Directive on the education of migrant workers' children.

OECD

6.12 The Department continued to involve local education authorities in the programmes of the OECD Education Committee and the Centre for Educational Research and Innovation (CERI). Joint DES, HMI, LEA, groups visited Sweden to study educational provision for the handicapped, and the Netherlands, Denmark and Sweden to look at in-service training provision.

6.13 In July, a delegation of seven drawn from the Department, local education authorities, the Scottish Education Department and the University of London Institute of Education participated in the Second Seminar on Inner City

Schooling held in the United States at Atlanta, Georgia. In September, the UK was represented at the Conference on Rural Education and Development in Kuusamo, Finland, by a member of HMI (Scotland) and by a Departmental nominee. Two conferences were held in connection with CERI projects: an In-service Education and Training Conference was arranged in Bath with the cooperation of Manchester and Avon Local Education Authorities; and an English and Welsh Conference on CERI's Sparsely Populated Areas Project was held at Charlotte Mason College, Ambleside, with the cooperation of Cumbria Local Education Authority.

Council for Cultural Cooperation (CDCC)

6.14 The Council for Cultural Cooperation met in March and June. A DES member of the United Kingdom Delegation was elected chairman for 1979 and 1980. UK representatives attended meetings of expert working groups connected with the CDCC's projects, and also a number of conferences, including one entitled "From Birth to Eight: young children in European society in the 1980s", held as a contribution to the International Year of the Child.

6.15 Two hundred bursaries were made available in 1979 to teachers from member states of the CDCC to attend courses for teachers in England and Wales which were organised as part of the DES short course programme.

Bilateral cultural cooperation

6.16 The Department was represented by HMI at Mixed Commission meetings with representatives of Austria, Belgium, Greece, Italy and Portugal, at which aspects of cultural cooperation, including educational exchanges, were discussed.

UNESCO

6.17 A member of HMI led the UK delegation to the biennial UNESCO/International Bureau of Education Conference on Education in Geneva in July. Another member of the Inspectorate attended the first meeting of the International Committee on Physical Education and Sport in Paris.

Commonwealth Day

6.18 In 1979 Commonwealth Day was celebrated on 12 March. The Department issued letters to all Chief Education Officers in England suggesting that schools could use the opportunity of Commonwealth Day to bring home to pupils the nature and significance of the Commonwealth. The Department mounted a five-day Exhibition at Elizabeth House which featured aspects of the education system and working life of many Commonwealth countries.

Teacher and student exchanges

6.19 The teacher exchange schemes with the Commonwealth, Europe and the United States of America continued to be very popular. The Central Bureau for Educational Visits and Exchanges and the League for the Exchange of Commonwealth Teachers, administering the schemes, were able marginally to increase the number of teacher exchanges within existing resources. The special scheme with the Caribbean islands of Barbados, Jamaica and Trinidad entered its second year following encouraging reports. The scheme provides for the

exchange of teachers from schools with a high proportion of West Indian pupils in three local education authorities in this country (Brent, the Inner London Education Authority and Birmingham) with teachers from the Caribbean; its aim is to help multi-cultural teaching in this country.

Assistants scheme

6.20 The Language Assistants Exchange Scheme celebrated its seventy-fifth anniversary during 1979. At one time during the year more than a dozen local education authorities seemed likely to withdraw from the scheme because of economic pressures but, in the event, only one actually did so. About 2,820 Foreign Language Assistants were serving in schools in England and Wales, about two-thirds of whom came from countries in which French is spoken including (as well as France) Switzerland, Algeria, the Central African Republic, the Ivory Coast, Morocco, Senegal and Tunisia. Of the rest, some 800 were German speaking, about 160 Spanish speaking, about 25 Italian speaking and a few Russian and Hebrew speaking.

6.21 On the British side there were more applications for overseas postings than in any previous year of the scheme's existence. Over 3,300 students and language teachers applied for posts in 21 countries. This high level of demand clearly reflected the trend in universities, polytechnics and colleges towards making a year abroad an integral element in modern language degree courses. Again it was not possible to meet all the demand from students in England and Wales for assistant places abroad. Numbers participating are given in Table 17, overleaf.

6.22 The Central Bureau for Educational Visits and Exchanges also helped during the year to set up consortia concerned with links with countries overseas. The East Midlands Consortium for Education Travel and Exchange was established early in the year to encourage and support the growth of educational travel by schools, students and youth and other groups. Each year, some 10,000 students and adults travel to France and Germany from the East Midlands as participants in planned educational links and exchanges. It was expected that the facilities provided by the new consortium will lead to a substantial growth in that number. Later in the year a consortium was set up in the South West, and other consortia were planned.

6.23 The Central Bureau also arranged for the Manipuri Dance Troup from India to perform at the Schools Promenade Concerts held at the Royal Albert Hall on three consecutive days in November 1979. This was the first time that any group from India had featured in the Schools Proms.

International Year of the Child

6.24 The Department provided some £25,000 towards the expenses of the UK Association for the International Year of the Child (IYC) and also made direct contributions to a number of projects linked to the Year: these included the preparation of a directory of cultural and artistic opportunities for young persons, and a research project on the education of schoolchildren for the future role of parenthood. Throughout the Year, the aim of the Department was to give favourable treatment to appropriate activities linked to IYC, provided that the proposals seemed worthwhile in their own right.

Table 17. *Numbers participating in the modern languages assistants scheme administered by the Central Bureau for Educational Visits and Exchanges*

Country	Overseas assistants serving in England, Wales and Northern Ireland			Assistants from England, Wales and Northern Ireland serving overseas		
	1977/78	1978/79	1979/80	1977/78	1978/79	1979/80
Algeria	13	41	33	5	20	10
Argentina	11	7	9	—	—	—
Austria	62	62	70	65	65	65
Belgium	12	10	16	7	8	4
Bolivia	1	0	0	—	—	—
Central African Republic	—	2	3	—	—	1
Chile	7	4	5	—	—	—
Columbia	9	8	9	—	—	—
Denmark	—	—	—	1	1	1
France	1,525	1,716	1,809*	1,280	1,230	1,220
German Democratic Republic	1	1	1	1	1	—
Federal Republic of Germany	540	612	650	407	413	431
Italy	24	19	19	34	34	35
Ivory Coast	—	7	2	—	—	—
Mexico	4	6	6	—	—	—
Morocco	2	0	1	3	0	3
Peru	3	3	4	—	—	—
Senegal	14	15	9	—	—	—
Spain	126	155	176	144	119	148
Sweden	—	—	—	2	4	5
Switzerland	56	62	65	15	13	20
Tunisia	28	56	48	5	6	7
Venezuela	—	2	1	1	2	1
Other	19	4	6	—	—	—
Total	2,457	2,792	2,942	1,970	1,916	1,951

**includes 55 nationals of other countries recommended by French universities*

7 Educational building

Development work — energy conservation — access for the disabled — OECD programme on educational building — research — publications — building programmes

Development work

Crewe Central Area Development

7.1 Following phase one of this project to design educational and community provision for the central area of a nineteenth century industrial town, the first of three new buildings for school and community use was completed and opened in the autumn. Work started on the second of these buildings. The project was jointly funded by the Cheshire County Council and the Crewe and Nantwich Borough Council, and a joint team of architects and other professional staff was drawn from the local authorities as well as from the Department.

Accommodation for the 16 to 19 age group

7.2 Studies for the development of Edmonton College were completed jointly with the London Borough of Enfield. A publication was in preparation which draws general points about courses and accommodation requirements for such colleges from this work. The results of a space utilisation survey at Stockton Sixth Form College were published in A & B Paper No 4.

Rationalisation of secondary school stock

7.3 Work was initiated on a project to explore the problems and opportunities presented by falling numbers in the secondary school sector. A small interdisciplinary team was established in the Department and made a number of investigatory visits to local education authorities selected to be representative of a wide variety of issues and problems. Work continued on the first of a series of detailed studies to explore a range of solutions for the rationalisation and improvement of the existing stock of secondary school buildings.

Space utilisation in higher and further education

7.4 The computer programme and handbook for the improved use and timetabling of accommodation was being used at six major institutions in the country; two further sales of the material were made abroad during the year.

Laboratories Investigation Unit

7.5 The Unit gave presentations at the LABEX international exhibition in Birmingham, for the Institute of Industrial Research and Standards in Dublin and to officials of the World Bank in Washington. Descriptions of the Unit's work were made in China following the Secretary of State's visit. Advice on the design and management of adaptable laboratories continued to be given in respect of many projects in the UK and abroad. Preliminary development was commenced on the design of laboratory interiors for short-life use. The independent appraisal of the Charles Darwin Science Building at Bristol Polytechnic was completed during the year.

Energy conservation

7.6 The work of the Department's Energy Conservative Unit continued with the publication of Design Note 17, *Guidelines for environmental design and fuel conservation in educational buildings*, (DES). The standards recommended for meeting environmental needs and on energy conservation are intended to apply to the design of new buildings and to be used as a broad framework for the improvement of existing buildings.

Access for the disabled

7.7 The publication of Design Note 18, *Access for the physically disabled to educational buildings* (DES) gave local education authorities and architects advice as to the basic design aspects and facilities necessary in an educational building to enable disabled people to enter, move around, and to be assured of a safe escape in an emergency. The document was intended to suggest ways in which the requirements of Section 8 of the Chronically Sick and Disabled Persons Act 1970 could be met.

OECD programme on educational building

7.8 The Department continued to take a part in the OECD Programme for Educational Building which gave particular attention to the evaluation of existing school building stock and to the problems created by rapidly fluctuating school rolls.

Research

7.9 A research project on the briefing process in school design, carried out by the University of Bristol School of Advanced Urban Studies was completed. The final report and conclusions were published as A & B Paper No 5 (DES).

Publications

7.10 In addition to the publications mentioned above, Design Note 19, *Building user manuals — Guillemont Junior School* and Design Note 20, *Polytechnics — planning for change 1979* (a supplement to Design Note 8), were issued by the Department during the year.

Building programmes

Nursery education building

7.11 The nursery education building programme for 1979/80 was reduced from £5.9 million to £4.6 million following economy measures introduced by the new Administration. The programme was fully allocated with priority given to projects meeting the needs of disadvantaged and handicapped children. Local authorities were also able to apply for 75 per cent grants for under-fives projects under Phase 18 of the Urban Programme administered by the DOE. Approval was given to about 100 under-fives projects costing about £1 million capital and £0.75 million revenue from Inner City Partnership and Programme Authorities and other local authorities with urban areas of special social need. A small nursery education building programme was retained for 1980/81 and grants continued to be available for nursery projects from the Urban Programme.

School buildings

7.12 Following the Government's review of public expenditure plans for 1979/80 and 1980/81, revised final allocations for 1979/80 were announced on 14 June and planning allocations for 1980/81 were announced on 14 September. The allocations, which were for basic need and for improvements and energy conservation, amounted to £135 million and £131.5 million respectively.

7.13 As a result of the overall decline in school population (see 1.1) fewer resources were required for school buildings to provide additional places in areas where the school population was still increasing or migrating. This enabled resources amounting to £17 million to be allocated to local education authorities for school improvements and replacement projects. Partnership and Programme authorities also received additional capital resources for improvement works under the Urban Programme.

School building for handicapped children

7.14 Following the restrictions on public expenditure announced by the Chancellor of the Exchequer on 12 June, the resources available during 1979/80 for special education improvements projects were reduced by £1 million to £1.6 million, but the £4 million for basic need was not reduced. Local education authorities were also invited to submit bids for the 1980/81 programme and in the event projects were approved to a total of £5.3 million.

Further education building

7.15 During the 1978/79 building programme year, which ran from 1 April 1978 to 31 March 1979, starts were made to a total value of £37 million on major building projects at establishments of higher and further education in the public sector in England.

7.16 The final allocations for 1979/80 and 1980/81 were £33.05 million and £18.83 million respectively, including major and minor projects. For both years, the greater part of the sums allocated for major projects was for non-advanced further education, in order to meet needs arising from demand in that sector.

University building

7.17 As a consequence of the Budget cuts, the universities starts building programme for 1979/80 was reduced by £1.5 million (from £10.42 million to £8.92 million).

7.18 As part of the Government's expenditure plans for 1980/81, it was announced at the beginning of November that the further and higher education building programme 1980/81 would be reduced by about half. The new universities starts programme for 1980/81 is therefore £6.45 million and includes an element of £1.9 million for energy conservation measures which have not been subject to reduction.

Table 18. *Educational buildings in England and Wales — Values of projects at outturn prices (£ million)¹*

	Projects started ²					Project completed ²			Work under construction at end September 1979
	1975	1976	1977	1978	1975	1976	1977	1978	
Major projects									
Primary and secondary schools	142.6	142.2	147.7	117.3	152.9	148.1	172.9	107.0	306.9
Further education	26.1	34.7	8.9	15.9	24.8	22.1	36.4	23.8	57.0
Colleges of education ³	0.7	1.6	—	—	5.7	0.9	1.4	0.8	—
Special schools and schools health projects	22.0	15.9	2.9	3.6	13.6	20.0	20.3	10.4	13.5
Total	191.4	194.4	159.5	136.8	197.0	191.1	231.0	141.8	377.4
Other projects	61.5	33.5	32.7	38.6	59.8	38.8	30.5	37.8	11.3
All projects	252.9	227.9	192.2	175.4	256.8	229.9	261.5	179.7	388.7

¹The figures do not include site purchase, professional fees or the cost of furniture and equipment.

²Figures for 1979 not available at time of going to press.

³Projects started since 1 April 1976 at Colleges of Education are included in the Further education figures.

8 Science in the United Kingdom

The Research Councils — postgraduate education — Genetic Manipulation Advisory Group — observatory in the Canary Islands

The Research Councils

The Science budget

8.1 In June the Government announced as part of a general reduction in public expenditure a cut in the Science budget for 1979/80 of £5.1 million. As a result the five Research Councils (Agricultural, Medical, Natural Environment, Science and Social Science) together with the British Museum (Natural History) and the Royal Society received provision of £316.9 million in grants-in-aid for the year in the Revised Supply Estimates published in July. Details are given in Table 19, together with the estimated receipts of the Agricultural, Natural Environment and Medical Research Councils from other Government departments for commissioned research.

Table 19. *Financing of Research Councils: 1979/80 revised supply estimates*

	£ million (1979/80 estimates prices)	
	Science budget	Estimated receipts from other Government Departments
Agricultural Research Council	28.8	29.1
Medical Research Council	54.4	13.4
Natural Environment Research Council	35.1	19.3
Science Research Council	174.1	
Social Science Research Council	16.3	
British Museum (Natural History)	5.3	
Royal Society	2.9	
Total	316.9	61.9

8.2 At 1979 Survey prices, the revised Science budget total for 1979/80 shown in Table 21 represented a planned level of £306 million. In November the Government stated that the provision planned for Science in 1980/81 would be just over £300 million at 1979 Survey prices; and, in December, the Secretary of State announced his acceptance of the recommendation of the Advisory Board for the Research Councils for this total to be allocated as shown in Table 20.

Advisory Board for the Research Councils (ABRC)

8.3 The Third Report of the ABRC, giving an account of the Board's work during the period January 1976 to July 1978, and stressing the importance of fundamental science, was published in February (Cmnd 7467). The report of the ABRC Review Group on Taxonomy chaired by Sir Eric Smith FRS, *Taxonomy in Britain*, was published in March.

Table 20. *Science budget 1980/81: allocations to recipient bodies*

	£ million (1979 survey prices)
	Science budget
Agricultural Research Council	27.1
Medical Research Council	50.9
Natural Environment Research Council	34.4
Science Research Council	165.5
Social Science Research Council	14.7
British Museum (Natural History)	5.0
Royal Society	2.6
Total	300.2

8.4 Sir Alec Merrison DL FRS took up his appointment as Chairman of the Board in May.

Postgraduate education

Postgraduate support

8.5 In January the ABRC Committee on Postgraduate Support carried out its annual review of plans for postgraduate support by the Research Councils and other Government award-making bodies. The number of new Research Council studentships and bursaries taken up in the academic year 1978/79 is shown in Table 21.

Table 21. *New Research Council postgraduate studentship and bursary awards*

	1978/79
	Studentships
Agricultural Research Council	38
Medical Research Council	402
Natural Environment Research Council	492
Science Research Council	3,590
Social Science Research Council	1,993
Total	6,515
	Bursaries
Social Science Research Council	267

8.6 The Councils continued to provide a variety of schemes particularly oriented towards the needs of industrial and other employers. The Science Research Council's provision in this area includes Collaborative Awards in Science and Engineering (CASE), the Teaching Company scheme (in which the numbers of programmes increased from 20 to 24) and the newly established scheme for Short Duration Collaborative Training Awards (CTAs).

8.7 It was announced in August that the ABRC had set up a Working Party on Postgraduate Education under the chairmanship of Sir Peter Swinnerton-Dyer FRS to consider how far the present provision for postgraduate education in scientific fields supported by the Research Councils was meeting manpower needs. The remit of the Working Party includes an examination of the role of the Research Councils in meeting those needs and an assessment of the factors taken into account by the Councils in determining the numbers of student awards in each discipline and their distribution between types of study. Amongst other aspects to be considered is whether present arrangements secure postgraduate students of the requisite quality and background and provide them with the appropriate training. At least initially the review is focusing on the areas covered by the Science, Social Science and Natural Environment Research Councils.

Genetic Manipulation Advisory Group

8.8 During the year the Genetic Manipulation Advisory Group introduced a new framework for categorising genetic manipulation experiments based on a risk assessment approach. A Technical Panel was set up to advise on proposals submitted under the new scheme. Other topics considered by the Group included genetic manipulation in plants; safe vectors; requirements for high containment facilities; and the use of the products of genetic manipulation in scaled-up industrial processes. A full account of developments is given in the Second Report of the Group, which was published in December 1979 as Cmnd 7785.

Observatory in the Canary Islands

8.9 The intergovernmental agreement and the inter-institution protocol between the UK, Spain, Sweden and Denmark, referred to in *DES Annual Report 1978*, paragraph 8.8, were signed in Santa Cruz de la Palma on 26 May.

8.10 The new Observatory, to be called the Roque de los Muchachos Observatory, would be at an elevation of 2,400 metres, and comparative tests have shown the high quality of this site for optical observations. Under the terms of the agreement, Spain would provide the site and access road, electricity, water supply, houses, a hostel and a workshop and would, in return, be entitled to use at least 20 per cent of the observing time on telescopes erected there. In addition, there would be arrangements for collaboration between the scientists of the countries concerned and for the training of Spanish scientists and technicians.

8.11 The 2.5m Isaac Newton telescope at the Royal Greenwich Observatory, Herstmonceux, would be moved to the new site. It would have a new primary mirror and auxiliary instrumentation housed in a dome in which strict attention has been paid to temperature control. It was expected that the combination of these design features and the steady atmosphere above the site would lead to optical images of outstanding quality. A 1m telescope for the site was already under construction. This telescope would be devoted to astrometry, for which purpose it has a $1\frac{1}{2}^\circ$ field, and to photometry.

9 Public expenditure on education

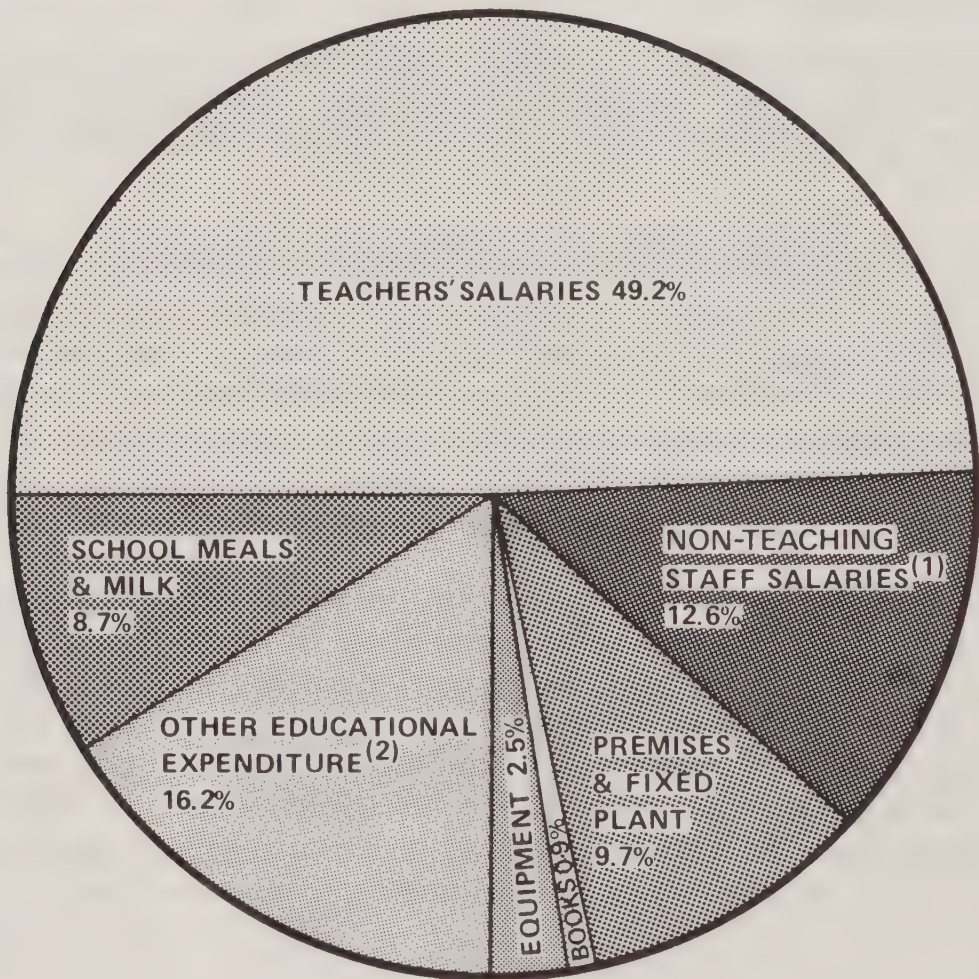
Expenditure in 1978/79 — 1979 review — voted expenditure and cash limits — rate support grant — rate of grant and distribution formulae — cash limits — proposed new block grant system — Financial Services Division

Expenditure in 1978/79

9.1 In 1978/79 public expenditure on education in England and Wales (excluding Welsh schools) and on universities in Great Britain was £7,537 million compared with £6,854 million in 1977/78. Table 22 sets out the main heads of expenditure together with the corresponding figures for the two years. Expenditure in Wales on schools and school meals and milk was £315 million in 1978/79 compared with £282 million in 1977/78. (All figures at outturn prices.)

9.2 The following chart shows how local authorities divided their gross recurrent educational expenditure (including their expenditure on school meals) in 1978/79; nearly half of it was devoted to teachers' salaries.

Figure 1. *Local authority recurrent expenditure on education and related services 1978/79 (England and Wales)*



¹Non-teaching staff include administrative staff, caretakers, cleaners and maintenance staff.
²'Other educational expenditure' includes student awards; transport between home and school; the cost of children at schools maintained by other local authorities; the fees paid to non-maintained schools in respect of local education authority pupils and supplies and services other than books and equipment.

Table 22. *Summary of public expenditure on education and related services falling within the area of the responsibility of the Secretary of State*

	£ million (outturn prices)			
	1977/78	1978/79	Capital	Total
Schools (England);				
Under-fives ¹	127.7	143.5		
Primary	1,369.2	1,516.1	285.4	4,444.5
Secondary	1,816.9	2,048.8		
Other ²	409.8	450.7		
Further Education (England and Wales) including teacher training	874.8	961.0	64.3	1,025.3
Universities (Great Britain) including student support ³	1,054.9	1,196.0	82.0	1,278.0
Other educational services	354.8	389.5	11.4	400.9
School meals and milk (England) ⁴	364.6	388.4	—	388.4
Total ⁵	6,372.7	7,094.0	443.1	7,537.1

¹Includes nursery schools, nursery classes and other classes for children under five years of age in primary schools.

²Includes special schools, fees and grants to independent and direct grant schools, child guidance and other health services and transport of pupils between home and school.

³Previously shown within Further Education.

⁴Capital expenditure in respect of the school meals service is included in that for schools.

⁵Does not include a loan charges paid by local authorities which amounted (for English local authorities) to £445.2 million in 1976/77 and £438.9 million in 1977/78.

9.3 Table 23 shows the net average costs of tuition per pupil or student for different institutions and ages or levels of study.

Table 23. *Net recurrent institutional costs per full-time pupil/student from public funds (England and Wales)¹.*

Financial year	1979 Survey prices (£)	
	1977/78 (actual)	1978/79 (provisional)
Nursery schools	713	712
Primary schools	354	370
Secondary schools		
pupils aged 11 to 16	498	511
pupils aged 16—plus	876	889
Special schools	1,748	1,674 ²
Evening institutions	220	230
Major establishments of further education (excluding polytechnics) ³		
non-advanced work	1,210	1,170
advanced work	1,880	1,820
Polytechnics ³		
non-advanced work	1,430	1,430
advanced work	2,220	2,200
Universities (Great Britain)	2,650	2,575

¹Defined as the ratio of net public expenditure to the full-time equivalent number of pupils or students participating.

²This year's cost covers all the maintained provision both in and out of school.

³In 1978/79 catering and residence costs were excluded. These amounted to about £40 per student.

9.4 Local education authority expenditure in England and Wales on the 369,000 full value awards granted in 1978/79 was £528 million*; of this £315 million* was on student maintenance and £213 million* on fees. In addition £101 million* was estimated as the support due from individuals, mainly students' parents.

1979 review

9.5 The previous administration published its expenditure plans on January 1979 in the White Paper *Government expenditure plans 1979/80 to 1982/83* (Cmnd 7439). On taking office in May 1979, the new Government took immediate steps to reduce the level of planned public expenditure as part of its strategy of restoring incentives, encouraging efficiency and creating a climate in which commerce and industry could flourish. For education, the objective was to ensure that reduction in planned expenditure should not affect the Government's aim to maintain and improve quality and promote higher standards of achievement.

9.6 The scope for reducing planned expenditure on education in 1979/80 was limited because, by the time of the Budget in June 1979, local authorities,

*1979 survey (ie November 1978) prices

universities and other bodies responsible for administering the education service were already committed to a significant proportion of the total expenditure planned. The Government asked local authorities to reduce their recurrent expenditure on all services by 3 per cent but left it to individual local authorities to determine priorities within and between services. Expenditure on education and science falling within the Government's direct control was reduced by about £55 million* (or about 3 per cent) through a number of measures including the abandonment of the earlier scheme for mandatory awards for 16 to 18 year olds, reductions in building programmes, increased tuition fees for overseas students and reduced grants to universities and the Research Councils.

9.7 For 1980/81 and later years, the Government initiated a major review of expenditure plans. The outcome for 1980/81 was published on 1 November in the White Paper *The Government's Expenditure Plans 1980/81* (Cmnd 7746). Total public expenditure was to be stabilised. Planned expenditure on education in England and Wales (with universities in Great Britain) was to fall in real terms from £7,965 million in 1978/79 to £7,685 million in 1980/81, that is by £280 million or about 3 per cent. Of this reduction, the aim was that about 80 per cent should be found from the savings on expenditure on school meals, milk and transport. In support of this, the Education (No 2) Bill, presented to Parliament on 25 October, sought to give local authorities greater discretion over the provision of these services. The new plans also provided for substantial savings through a level of fees for new overseas students sufficient to cover the full cost of their tuition. Building programmes, apart from those for school basic need, were also reduced.

9.8 The new plans allowed for the maintenance of standards of provision for pupils in schools. With the number of pupils continuing to fall, account was taken, both in teaching and in non-teaching expenditure, of the inescapable diseconomies of smallscale. The number of teachers in ordinary maintained schools was planned to fall by some 17,000 to 453,000 in 1980/81, sufficient for the present level of induction and in-service training to be maintained. Outside the statutory school age, the plans provided for some modest expansion of non-advanced further education, especially vocational courses, to meet rising numbers aged 16 to 18, and for the maintenance of expenditure on the under-fives and for home students in higher education at about the present level. It was recognised, however, that within the area of local authority expenditure the eventual distribution would depend on the decisions of individual local authorities.

Voted expenditure and cash limits

9.9 The structure and price basis of the Votes for central government expenditure on education and science were affected by the assimilation of cash limits and Votes. In place of nine Votes for education and science expenditure in 1978/79 there were thirteen in 1979/80, all of which were expressed at forecast outturn prices. Ten of these Votes were treated as cash limits: the non cash-limited Votes were those for student awards, for universities capital expenditure, and for capital expenditure for voluntary schools and colleges, the value of educational building projects being controlled by a cash limit on starts rather than expenditure. The Government's general policy on cash limits was that cash limits would not be increased for price rises higher than those assumed initially

*At 1979 survey (ie November 1978) prices

and that only limited adjustments would be made for higher pay awards. This policy led to reductions in the underlying volume of expenditure by grant-aided bodies in addition to those imposed in the June Budget and taken into account in the Revised Estimates.

Rate support grant

9.10 The rate support grant (RSG) system is the principal means by which the Government gives financial assistance towards the cost of services provided by local authorities. It has already been explained (see 9.5) that, after coming into office, the new Government called on local authorities to reduce by 3 per cent the volume of planned current expenditure for 1979/80 which had been envisaged by the previous Government when the 1979/80 RSG settlement was made. It was left to the individual local authorities to decide how this overall 3 per cent reduction should be distributed between services. The precise percentage reduction on education spending, which accounts for about half of total local authority expenditure, will not be known with any certainty until outturn information becomes available in the third quarter of 1980. The RSG settlement for 1979/80 had been based on forecasts of local authority current expenditure which included £6,578 million on education and £465 million on school meals and milk (at November 1979 prices).

9.11 The RSG settlement for 1980/81, which was announced on 16 November, reflected the public expenditure plans for 1980/81 which had been set out in Cmnd 7746. Earlier in the year, in late July, the Government had given local authorities advance notice of the total volume of 'relevant expenditure' on which they were prepared to pay RSG in 1980/81. This total represented a reduction of 5 per cent on the previous Government's plans for local authority current expenditure in 1980/81 and a reduction of 1 per cent on the volume of expenditure which the new Government had asked local authorities to achieve in 1979/80.

9.12 The settlement assumed total local authority expenditure in England and Wales on education in 1980/81 of £6,481 million, and on school meals and milk of £223 million these figures compare with actual expenditure on education in 1978/79 of £6,479 million and of £463 million on school meals and milk (all figures at November 1979 prices).

9.13 The Government's assumptions about the scale and pattern of local authority current expenditure in 1980/81, as embodied in Cmnd 7746 and the settlement, were informed by consultations with the local authority associations which took place in the early summer. The joint local authority association/central government machinery which, operating on a service basis, under the aegis of the Consultative Council on Local Government Finance, makes annual forecasts of local authority current expenditure, was asked to report on the effects of a range (2.5, 5 and 7.5 per cent) of overall percentage reductions on the previous Government's plans for local authority expenditure in 1980/81. The reports for each service were taken into account by the Government in arriving at its decision on the total volume of relevant expenditure on which RSG would be paid and in its assumptions about the likely pattern of that expenditure between services.

Rate of grant and distribution formulae

9.14 The 1980/81 RSG settlement was essentially a “standstill” settlement providing for the rate of grant (ie the percentage of total ‘relevant expenditure’ which the Government was prepared to finance through RSG) to remain at 61 per cent (as in 1979/80), and for a stable grant distribution in which the drift in the distribution of grant away from non-metropolitan county councils as a group in recent years was halted.

Cash limits on RSG in 1979/80 and 1980/81

9.15 For 1979/80, the Government increased the cash limit set by the previous Government to take account of the Clegg comparability awards (see also 3.18) and other pay settlements except that, as foreshadowed in the Chancellor’s Budget statement, a significant across-the-board reduction was made from the total calculated. The abatement to be made (£310 million) : it was consistent with the 3 per cent reduction which authorities had been asked to make in their expenditure in 1979/80.

9.16 The calculation of the cash limit for the first 1979/80 increase order took account of pay and price increases up to November 1979. The cash limit for the second increase order (to be made in November 1980) set a firm limit on the Government’s contribution cost of local authority pay settlements in the remainder of the 1979/80 financial year; ie in respect of the November 1979 settlement for local authority manual workers and craftsmen and comparability awards yet to be made for local authority professional staff and teachers.

9.17 For 1980/81, the cash limit was calculated on a basis which is compatible with year on year inflation of 13 per cent. It also included an allowance to cover the effects of comparability awards yet to be made and falling to be paid in 1980/81.

Proposed new block grant system

9.18 The Secretary of State for the Environment also announced on 16 November the Government’s intention to make provision in the Local Government Planning and Land Bill for a new block grant system to come into operation for the next Settlement year, 1981/82. The system would replace the present needs and resources elements of RSG with a single (block) grant payable to all authorities. The block grant would bridge the gap between an authority’s expenditure and the product of a “standard rate poundage” levied on that authority’s rateable value. The proposed arrangements would allow grant support on expenditure above standard expenditure to taper off beyond some threshold, thus limiting the ability of “over-spending” authorities to pre-empt an increasing share of total grant at the expense of other authorities, as they can under the present grant arrangements. The Government proposed that there should be full consultations with the local authority associations about the detailed mechanics of the new block grant, including the definitions of “standard expenditure” and “standard rate poundage”. For 1980/81 transitional arrangements were envisaged which would make it possible to apply the broad principles of block grant through adjustments of grant entitlement under existing legislation at increase order stage.

Financial Services Division

9.19 The Department's Financial Services Division through its Professional Accountancy and Financial Information Units continued to provide monitoring, costing and financial information services to the Department, Local Authorities' Associations and other institutions. It has also been involved with work designed to promote efficiency and "value for money" in the education service by providing technical backing to various working parties whose aim was to control expenditure levels while maintaining sound standards of provision.

Table 24. *Grants to persons other than local education authorities for educational services under the Educational Services and Research Grant Regulations, 1946 (Grant Regulations No 4)*

Organisation	Grant made or approved in 1979/80
Adult Literacy Agency	—
Area Training Organisations (In-Service Training)	—
Boarding Schools Association	2,300
British Association for Early Childhood Education	500
Business Education Council	5,500
Centre for Information on Language Teaching and Research	225,840
Centre on Educational Disadvantage	311,800
Colleges of Education Staff Redeployment Bureau (NATFHE)	9,200
Community Service Volunteers Schools Advisory Service	15,000
Confederation for the Advancement of State Education	3,500
Confederation for the Advancement of State Education Clearing House	5,000
*Council for Educational Technology for the United Kingdom	692,600
Council for Education in World Citizenship	20,000
Council of Europe Films	9,800
Council for the Accreditation of Correspondence Colleges	5,000
Educational Credit Transfer Information Service	20,000
Evaluation of Pilot Schemes	31,000
Fund for International Student Cooperation	55,000
International Baccalaureate Office	8,500
Invalid Childrens Aid Association	8,550
International Year of the Child: DES Contribution	15,000
National Association of Gifted Children	5,000
National Association for Multi-racial Education	3,500
National Bureau for Handicapped Students	9,000
*National Foundation for Educational Research	10,000
National School Sailing Association	—
One World Trust	6,400
Pre-Retirement Association	5,000
Pre-School Playgroups Association	34,600
Project Trident	5,500
Social Morality Council	20,000
Standing Conference on Education for International Understanding	2,500
Standing Conference on Schools Science and Technology:	8,000
Teacher Induction Dissemination Scheme	17,750
Technician Education Council	784,000
The Drama Board	21,000
UK-EEC Education Information Centre (EEIC)	31,470

Where the grant included an element of research as in the case of the bodies marked *, the relevant sums are also reported in Appendix 1

10 Departmental staff and organisation

Staff numbers — management review — review of functions

Staff numbers

10.1 The numbers of staff in the Department excluding HMI (see 4.2) are set out in Table 25.

Table 25. *Staff in DES (less HMI) on 31 December.*

Location	1977	1978	1979
DES London	1518	1539	1439
DES Darlington	662	667	638
University Grants Committee	109	99	94
Total	2289	2305	2171

10.2 The figures in Table 25 exclude the 30 staff formerly in Arts and Libraries Branch who were transferred to the Office of Arts and Libraries during the course of the year. The two Departmental Museums, the Victoria and Albert Museum and the Science Museum, were also transferred to the Office of Arts and Libraries; their staff are excluded from the Table also.

10.3 On 6 December 1979 the Government announced measures to reduce the size of the Civil Service over the years 1980/81 to 1982/83. As part of this exercise DES would lose 155 posts. This would be achieved by less intervention in matters which are primarily the responsibility of other bodies, such as the local education authorities, and by modifications in procedures.

Management review

10.4 The Report of the Management Review was submitted to Ministers and published in March 1979.

Review of functions

10.5 As part of the programme of reviews of functions being undertaken by all Government departments, DES reviewed its administration of the teachers' pensions scheme. Further action was under discussion.

10.6 More reviews of functions were to be undertaken, the subject for the next review being the administration of student awards.

Appendix 1

Research and development

The following information (some of which appears in other publications) describes the Department's involvement in research and development and is produced in accordance with the Select Committee on Science and Technology Government observations on first and fourth reports sessions 1971/72. Cmnd 5177 paragraphs 43-45.

i. Education

The Supply Estimates for the financial year 1979/80 including the following subheads in the Department's Vote — Central and Miscellaneous Services. Class X, Vote 6.

	1979/80 Estimates (1979 Survey prices) £	1978/79 Outturn expenditure (outturn prices) £
Subhead F1 (CI in 1978/79) Educational Services and Research	5,131,570	3,061,623
Subhead F2 (C2 in 1978/79) Schools Council	1,346,000	1,289,800
Subhead F3 (C in 1978/79) Organisation for Economic Cooperation and Development	89,730	77,698

Within these three subheads the following sums were specifically concerned with research and were included in the total figure (incorporating receipts) of £3,269,000 for 1979/80 shown on page 41 of the Memorandum by the Chief Secretary to the Treasury. Supply Estimates 1979/80.

	£	£
Subhead F1 (C1 in 1978/79) Educational Research	1,716,000	1,094,600
General Educational Research Council for Educational Technology*	317,290	247,330
Educational Research Computer Assisted Learning Programme	10,000 —	10,000 —
Subhead F2 (C2 in 1978/79) Schools Council expenditure on research and development from within grant-in-aid	1,156,000	1,071,740
Subhead F3 (C3 in 1978/79) Centre for Educational Research and Innovation	61,915	54,610

The Chief Secretary's Memorandum also showed salaries of the Department's own staff (mainly professional grades but including some supporting staff) engaged on research:

48,000	50,000
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The Department's support of educational research is represented by the £1,716,000 above. This includes the expenditure expected to be incurred during the financial year 1979/80 on all current projects included in the Department's general education research programme.

*National Council for Educational Technology prior to 1 October 1973.

These figures do not include research undertaken by the universities (estimated £231.7 million 1979/80. See Table 7 of the Chief Secretary's Memorandum).

ii. Research projects

The main projects approved or completed within the general educational research programme of the Department during 1977 are listed in the Tables A and B.

Table A. *Main projects approved within the Department's General Educational Research Programme during 1979*

Subject area	Title Researcher and Institution	Cost Date approved Estimated duration
Nursery, pre-school and transition to infant school	<i>Coordination of services for children under five.</i>	£ 34,968 June
	<i>Dr G L Barnard, St Katherine's College</i>	2 years
	<i>Pre-school education of children with special needs.</i>	£ 29,929 August
Pupil performance	<i>Dr M M Clark, Birmingham University</i>	2 years
	<i>An investigation of test validity within the APU monitoring programme.</i>	£ 67,616 April
	<i>National Foundation for Educational Research</i>	2½ years
	<i>A review of existing research in the personal and social development field.</i>	£ 12,602 August
	<i>Professor D Nuttall and Mr J Cowley, Open University</i>	1 year
	<i>Sex differences in educational attainment</i>	£ 23,506 March
	<i>National Children's Bureau</i>	2 years
Children with special needs	<i>Teaching styles and pupil performance at the primary level.</i>	£359,251 February
	<i>National Foundation for Educational Research</i>	5 years
	<i>A follow-up study of backwardness in reading.</i>	£ 32,844 August
	<i>Professor O Zangwill, Cambridge University</i>	2 years
	<i>An education project for the CHES cohort To identify children with specific learning difficulties.</i>	£107,807 October
Transition from School to work	<i>Professor N Butler, Bristol University</i>	3 years
	<i>Children with specific reading difficulties.</i>	£123,633 August
	<i>Professor D G Pritchard, University College of Swansea</i>	3 years
Transition from School to work	<i>Mathematical needs in employment (Cockroft Committee).</i>	£ 27,464 April
	<i>Mr R Lindsay, Nottingham University</i>	17 months

Table A continued

Subject area	Title Researcher and Institution	Cost Date approved Estimated duration
Curriculum	<i>The mathematics required in employment (Cockcroft Committee).</i> Professor D E Bailey, University of Bath	£ 41,780 April 17 months
	<i>The transition from school to work: skills-transfer ability.</i> Dr C Townsend, Ashridge Management College	£ 2,230 September 2 years
	<i>Unified vocational preparation: an evaluation of the pilot programme (Phase II).</i> National Foundation for Educational Research	£ 35,844 November 1 year
	<i>The perception of textual cohesion by post-primary children: a longitudinal study.</i> Dr L J Chapman, Open University	£109,611 February 3 years
	<i>An investigation of the effect of educational television on children's definitional ability.</i> Mr J A Harman, Bulmershe College of Higher Education	£ 39,104 May 2 years
	<i>The participation of England and Wales in the second IEA mathematics survey.</i> National Foundation for Educational Research	£ 25,370 July 3 years
	<i>A review of existing research on the teaching and learning of mathematics (Cockcroft Committee).</i> Dr A W Bell and Dr A J Bishop, Nottingham and Cambridge Universities	£ 26,684 May 13 months
	<i>Preparation for parenthood in the secondary school curriculum.</i> Professor R C Whitfield, University of Aston in Birmingham	£ 91,505 January 3 years
	<i>11 – 16 curriculum review in a group of comprehensive schools in Cheshire.</i> Mr F Tye, North West Educational Management Centre	£ 40,388 January 2 years
Teacher training	<i>Survey and monitoring of teaching practice and training schemes in political education.</i> Mr A E Porter and Dr R Stradling, University of London	£ 75,954 April 3 years

Subject area	Title Researcher and Institution	Cost Date approved Estimated duration
Management in Education	<i>A study of professional development provision in educational administration and management in the UK.</i> Professor M G Hughes, Birmingham University	£ 24,501 May 1 year
	<i>Selection procedures in the appointment of headteachers of secondary schools.</i> Mr C Morgan, Open University	£115,897 August 3 years
Higher and further education	<i>Educational credit transfer: a feasibility study.</i> Mr P Toyne, University of Exeter	£55,199 September 1 year
	<i>Special preparatory courses for entry to higher education: evaluation and monitoring of a pilot project.</i> Mr P K C Millins, Ealing College of Higher Education	£ 60,000 September 4 years
	<i>The identification of the goals of engineering education.</i> Dr J Warren, Leicester Polytechnic	£ 18,103 February 3 years
	<i>A study of post-initial educational provision in educational institutions and other agencies in the North-West of England.</i> Mr K A Percy, University of Lancaster	£ 34,937 May 17 months
	<i>The evaluation of TEC programmes Phase II: progress of students and acceptability to employers.</i> National Foundation for Educational Research	£176,392 May 4 years
	<i>Pre-retirement education project.</i> Mr W R Bruce, Pre-Retirement Association	£ 23,416 February 2 years
	<i>A survey of mature student participation in education.</i> Mr L Wagner, Polytechnic of Central London	£ 70,006 November 2 years (joint project)
	<i>A survey of mature student participation in education.</i> Mr O Fulton and Mr K Percy, University of Lancaster	
	<i>A survey of mature student participation in education.</i> Mr A Woodley, Open University	

Table B. *Main projects within the Department's General Educational Research Programme completed during 1979*

Subject area	Title Researcher and Institution	Cost Date completed
Nursery, pre-school and transition to infant school	<i>Parental involvement in nursery education.</i> <i>Dr B Tizard, Thomas Coram Research Unit, London University</i>	£ 75,387 September
	<i>The demand for, uptake and supply of pre-school education and care facilities.</i> <i>Mrs J Haystead, Scottish Council for Research in Education</i>	£ 61,374 September
	<i>Play, exploration and learning in the pre-school child.</i> <i>Professor S J Hutt and Dr C Hutt, Keele University</i>	£ 83,271 December
	<i>An evaluation of aspects of educational progress in selective and non-selective secondary schools – Phase II.</i> <i>National Children's Bureau</i>	£ 29,596 September
Children with special needs	<i>The early education of handicapped children.</i> <i>Professor M Chazan and Dr A Laing, University College of Swansea</i>	£ 43,182 March
	<i>Operational research into maladjustment in children.</i> <i>Professor I Kolvin, University of Newcastle</i>	£336,359 December
Transition from school to work	<i>Unified vocational preparation: an evaluation of the pilot programme (Phase I).</i> <i>National Foundation for Educational Research</i>	£ 73,000 October
Curriculum	<i>Diploma in reading development.</i> <i>Professor J E Merritt, Open University</i>	£ 39,577 June
	<i>Collaboration between parents and teachers in assisting children's reading.</i> <i>Professor J Tizard, Thomas Coram Research Unit, London University</i>	£ 71,461 December
	<i>The Coventry community colleges project.</i> <i>Dr A H Halsey, Oxford University</i>	£ 62,798 June

Subject area	Title Researcher and Institution	Cost Date approved Estimated duration
Management in education	<i>Support for a development group of the Oxford Educational Research Group.</i> <i>Dr H Judge, Oxford University</i>	£ 21,897 March
Higher and further education	<i>A survey of attainment and progress in adult literacy.</i> <i>National Foundation for Educational Research</i>	£ 41,516 June
	<i>A study of student choice in the context of institutional change.</i> <i>Mr P L Seaborne, Bulmershe College of Higher Education</i>	£ 47,567 July
	<i>Educational credit transfer: a feasibility study.</i> <i>Mr P Toyne, University of Exeter</i>	£ 72,000 September
	<i>Paid educational leave: an assessment of the provision, development and effects.</i> <i>Mr J Killeen, National Institute of Adult Education</i>	£ 61,420 December

Appendix 2

Orders under the Education Acts, etc

The following table shows the number and description of the Orders made under the Education Acts 1944 to 1979, together with certain other enactments, during the year 1979.

Description	
Orders under the Education Acts 1944 to 1979:	
*Classification of Voluntary Schools (Section 15)	
Controlled schools	12
Aided schools	18
Revocation of aided status of schools (Section 15 (4))	5
Transfer of school to new site (Section 16 (1))	14
Substitution of school (Section 16 (2))	7
Certificates of expenses attributable to displaced pupils (Section 104)	—
Expenses of enlargement of controlled schools (Section 1 1946 Act)	7
Division of schools (Section 2 1946 Act)	2
Direction that schools be deemed primary or secondary (Section 1 (2) 1964 Act)	12
Transitional Exemption Order (Sex Discrimination Act 1975 Section 27 (1))	3
Costs of establishing controlled schools (Section 2 Education (MP) Act 1953)	2
Management and Government of Schools (Section 17)	
Instruments of Management (Primary Schools)	37
Instruments of Government (Secondary Schools)	34
Articles of Government (Secondary schools)	28
Schools struck off Register, premises disqualified from being used as a school or teacher disqualified (Section 72)	1
Removal of disqualification of teacher (Section 74 (1))	1
Acquisition of land: Compulsory Purchase Orders confirmed (Section 90)	18
Modifications to trust deed or other instrument (Section 1 (2), Education Act 1973)	5
Under other Acts, etc:	
Diocesan Education Committees Measure 1955	1
**Public Libraries and Museums Act 1964: Byelaws confirmed	8
Sex Discrimination Act 1975:	
Modification of Trust Instrument (Section 78 (2))	6
Total	221

* The Sections referred to are sections of the Education Act 1944, except where otherwise stated.

** As from 1 September 1979 responsibility for confirming byelaws made under this Act were transferred to the Chancellor of the Duchy of Lancaster (Transfer of Functions (Arts and Libraries) Order 1979 — SI 1979/907).

Appendix 3

Statutory Instruments made by the Secretary of State during 1979

	Statutory Instrument No.
British Museum (Authorised Repositories) Order 1979	SI 1979/1086
*Diocese of Bristol (Educational Endowments) Order 1979	SI 1979/1637
*Diocese of Newcastle (Educational Endowments) Order 1979	SI 1979/608
*Diocese of Newcastle (Educational Endowments) (No.2) Order 1979	SI 1979/1636
*Diocese of Rochester (Educational Endowments) Order 1979	SI 1979/197
*Diocese of Salisbury (Educational Endowments) Order 1979	SI 1979/262
Direct Grant Grammar Schools (Cessation of Grant) (Amendment) Regulations 1979	SI 1979/1552
Local Education Authority Awards Regulations 1979	SI 1979/889
*National Gallery (Lending Outside the United Kingdom) Order 1979	SI 1979/755
National Gallery (Lending Outside the United Kingdom) (No.2) Order 1979	SI 1979/945
National Gallery (Lending Outside the United Kingdom) (No.3) Order 1979	SI 1979/946
Provision of Milk and Meals (Amendments) Regulations 1979	SI 1979/695
Provision of Milk and Meals (Amendment) (No.2) Regulations 1979	SI 1979/1686
Rate Support Grants (Adjustment of Needs Element) (Amendment) Regulations 1979	SI 1979/337
Remuneration of Teachers (Primary and Secondary Schools) (Amendment) Order 1979	SI 1979/428
Remuneration of Teachers (Primary and Secondary Schools Burnham Committee) (Variation) Order 1979	SI 1979/339
Remuneration of Teachers (Primary and Secondary Schools) Order 1979	SI 1979/1193
Scholarships and Other Benefits (Amendment) Regulations 1979	SI 1979/260
Scholarships and Other Benefits (Amendment) (No.2) Regulations 1979	SI 1979/542
Students' Dependants Allowances Regulations 1979	SI 1979/900
Teachers' Superannuation (Amendment) Regulations 1979	SI 1979/1206
Teachers' Superannuation (Policy Schemes) Regulations 1979	SI 1979/47

* These Statutory Instruments are not on sale; the others are priced documents obtainable from HMSO.

Appendix 4

Circulars and Administrative Memoranda — 1979

Circulars

295 (amendment No 22)		
	31 October 1979	Education grants for service children
1/79	24 January 1979	Rate support grant settlement 1979/80
2/79	29 March 1979	The Government's expenditure plans. Implications for local authority expenditure 1979–83
3/79	27 March 1979	Tuition fees in further education 1979/80
4/79	9 July 1979	Local authority expenditure in 1979/80
5/79	12 July 1979	Tuition fees and admissions to further education establishments and awards 1979/80; Race Relations Act 1976

Administrative Memoranda

1/79	16 January 1979	Teachers' superannuation scheme. Actuarial valuation 1971–76
2/79	9 February 1979	Constructional standards for maintained and direct grant educational buildings in England
3/79	26 February 1979	Experiments in genetic manipulation
4/79	10 April 1979	Training and retraining to teach mathematics, the physical sciences, business studies and craft, design and technology
5/79	9 April 1979	Salary scales for teachers in primary and secondary schools
6/79	24 September 1979	Salary scales for teachers in primary and secondary schools

Appendix 5

Publications

Parliamentary publications

Cmnd 7467 Third report of the advisory board for the research councils 1976–78	£0.70
Cmnd 7745 Computer board for universities and research councils	£1.25
Cmnd 7755 Proposals for a certificate of extend education	£2.25
Cmnd 7785 Second report of the genetic manipulation advisory group	£2.50

Non-parliamentary publications

Index to Department of Education and Science Circulars and Administrative Memoranda current on 1 January 1979	£1.50
Local authority arrangements for the school curriculum. Report on the circular 14/77 review	£4.25
16–18 education and training for 16–18 year olds. A consultative paper	Free
Providing educational opportunities for 16–18 year olds	Free
A better start in working life: vocational preparation for employed young people in Great Britain	Free
Agriculture, horticulture and forestry courses	Free
A guide to regional management centres	Free
The environment: sources of information for teachers	Free
European education cooperation and the UK	Free
Future trends in higher education	Free
International understanding. Sources of information on organisations	Free
Sectional list 2. DES priced publications	Free
Management review of the DES. A report of the Steering Committee	Free
Educational credit transfer: feasibility study	Free
Major educational trends in the UK 1976–78	Free
Micro-electronics in education: a development programme for schools and colleges	Free
National engineering scholarships. Guide for candidates	Free
New directions. Adult education in the context of continuing education	Free
Notes for guidance. English language assistants appointed to foreign schools	Free

Building

Design Note 18 Access for the physically disabled to educational buildings	Free
Design Note 19 Building user manuals: Guillemont Junior School	Free
Design Note 20 Polytechnics: planning for changes	Free
Architects and Building Papers	Free
Paper No. 4 Stockton Sixth Form College: space utilisation survey	
Paper No. 5 The briefing process in school design	

Post-school education

Choose your course:	Free
After O-levels	
Agriculture, horticulture and forestry	
Becoming an engineer	
Business studies	

Finding out
 Getting a grant
 Languages at work
 Looking after people
 On from A-levels
 Science at work
 What next after school?

Student grants

Grants to students: a brief guide 1979	Free
Designated courses: courses designated as comparable to first degree courses for the purpose of awards	Free
Postgraduate awards 1 — state bursaries for postgraduate study in the humanities 1979	Free
Postgraduate awards 2 — state studentships and major state studentships for postgraduate study in the humanities 1979	Free
Postgraduate awards 3 — information science studentships and fellowships 1979	Free
State bursaries for adult education, Courses at long-term residential colleges 1979	Free

Reports on education

No. 95 RSLA four years on	
No. 96 Trends in school population	

Safety

No. 1 Safety in outdoor pursuits (revision 1979)	£2.00
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HM Inspectorate

Truancy and behavioural problems in some urban schools	Free
Behavioural units. A survey of special units for pupils with behavioural problems	Free
Matters for discussion:	
No. 8 Developments in the BEd degree course	£1.25
No. 9 Mathematics 5–11. A handbook of suggestions	£2.75
Aspects of secondary education in England	£6.75
Aspects of secondary education in England (summary)	Free

Assessment of Performance Unit

APU Science progress report 1977/78	Free
APU Science progress report appendix. List of science concepts and Knowledge	Free

Science

Research Council Report	
Agricultural Research Council 1978/79	£5.75
Medical Research Council 1978/79	£3.50
Social Science Research Council 1978/79	£2.00
Report of the Science Research Council for the year 1978/79	£5.25

Statistics

Statistics of Education 1977 Vol 1 Schools	£4.75
Statistics of Education 1977 Vol 2 School leavers CSE and GCE	£4.25

Statistics of Education 1976 Vol 3 Further education	£4.50
Statistics of Education 1977 Vol 4 Teachers	£7.00
Statistics of Education 1977 Vol 5 Finance and awards	£3.00
Statistics of Education 1976 Vol 6 Universities	£8.75
Education statistics for the UK 1976 and 1977	£6.00
Statistical Bulletins:—	Free
1/79 Non-teaching costs in schools	
2/79 Teachers in service: September 1978	
3/79 First destination of graduates and higher national diplomates 1974/75 to 1976/77	
4/79 Statistics of further education students for 1977/78	
5/79 Further education: statistics of education 1976 Vol 3	
6/79 School statistics: statistics of education 1977 Vol 1	
7/79 Destination of teachers completing initial training courses in non-university institutions in 1978	
8/79 Student awards — provisional figures for 1977/78	
9/79 University student numbers — October 1978 and December 1977 figures	
10/79 School leavers CSE and GCE statistics: statistics of education 1977 Vol 2	
11/79 Finance and awards: statistics of education 1977 Vol 5	
12/79 Teacher statistics: statistics of education 1977 Vol 4	
13/79 Provisional statistics for maintained schools — January 1979	
14/79 Education statistics for the UK	
15/79 Participation in education by young people in the 16–19 age group and its association with the socio-economic structure and population density in an area	
16/79 Provisional figures of school leavers, CSE and GCE statistics 1978	
17/79 Pupil/teacher ratios for each local education authority in England — January 1979	

Teachers

Becoming a teacher	Free
Teaching craft, design and technology	Free
Teaching handicapped children	Free
Teaching science and mathematics	Free
Schoolteachers' pay and pensions	Free
Salaries for teachers in further education	Free
Training and retraining to teach	Free
Teaching appointments in England and Wales. Notes for overseas teachers	Free
Long courses	Free
Short courses	Free

Further Education Curriculum Review and Development Unit

A basis for choice	Free
Supporting YOP suggestions for colleges involved in the Youth Opportunities Scheme	Free
Annual report 1978/79	Free

Annual Report

Department of Education and Science 1978	£3.00
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*Trends in Education**

1979/1 Spring edition

Talking points: crime and punishment; doing and making — the third culture; technology and the school curriculum; education and industry; a project in Ashfield; graphical communication; cooperation between industry and education; an engineer looks through the window; society and the study of science, mathematics and technology; letters; international education; basic education statistics; book reviews

1979/2 Summer edition

Talking points: Father William's boys; schools and industry — specialised in-service training for teachers; schools and industry — a view from the TUC; the Youth Opportunities Programme: a bridge to work; industry and education — a Department of Industry view; schools and work; a curriculum enquiry in Cheshire; doing a Trident: coordinated work experience schemes; industry matters?; links with local industry: the work of one SATRO; 'Young Enterprise' — a school/industry link; international basic education statistics; book reviews

1979/3 Autumn edition

Talking points: while Rome burns; children and students with special educational needs; educational disadvantage; the contribution of the educational psychologist; research into special education; the DES and educational research; time to mend the nets: a commentary on the outcomes of class-size research; computing facilities in higher and further education; words are not English; letters; international education; basic education statistics; book reviews

1979/4 Winter edition

Talking points: the politics of change; education in a multiracial society; a multicultural curriculum: beyond the orthodoxy; a second generation immigrant's view of society — aims, aspirations and educational needs; fifteen thousand hours: findings and implications; why do girls underachieve?; lessons from class-size research — an economist's perspective; a colle/university merger; the school and the community;

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